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TECH FRENCH



MODULE

3

*LES PERSONNES
AUTOUR
DE NOUS*



Learning
Technologies
Branch

Alberta
LEARNING

French 13

Module 3

Les personnes autour de nous (People Around Us)



French 13
Student Module Booklet
Module 3
Les personnes autour de nous (People Around Us)
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
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Parents	
General Public	
Other	



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Bienvenue au Module 3!

Welcome to Module 3!

We hope you will enjoy your study of
Les personnes autour de nous
(People Around Us).

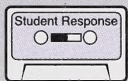
Many icons are used in this course to guide you through your learning.



Use your text, *Arc-en-ciel 1*, and turn to the page indicated.



Use your prerecorded audiocassette, and listen to the segment indicated.



Use two or more of your own audiocassettes, one as a Student Response audiocassette to practise your oral work, and one for submitting your oral assignments. (If you prefer, you may submit your oral assignments on a videocassette.)



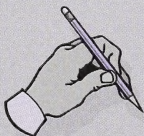
Complete the oral work on your own. Often, this means playing both roles.



If possible, complete this oral work with a partner.




Contact your learning facilitator to complete the oral work, or, if you are registered with the Alberta Distance Learning Centre, telephone ADLC and ask to speak to a French teacher.



Listen to the prerecorded Dictation audiocassette, and then write the sentences in the spaces provided in your Assignment Booklets.

Now, on to your study of **Les personnes autour de nous.**



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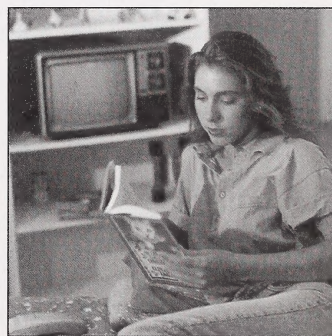
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OVERVIEW



How many people are in your family? Do you have many aunts, uncles, and cousins?



How important are friends to you? Do you have friends who live in other countries?



Do you know where Francophone communities are found in Alberta?



Would you like to travel to other countries?



What kinds of things do you do with your family and friends?

On to Module 3! In this module you will learn about the people around you, including your family, friends, and the Francophone communities in your province. In everyday conversation, you're probably often asked about the people who are closest to you – your friends, immediate family, and extended family. At the end of this module you will be able to express yourself in French when talking about these important people. You will also be able to talk in French about the kinds of things that you and others like to do.

Module 3
Les personnes
autour de nous
(People Around
Us)

Section 1:
La famille
(The Family)

Section 2:
À la maison
(At Home)

Section 3:
Les
francophones
(Francophones)

Evaluation

Your mark in this module will be determined by the work you do in the oral assignments and in the two Assignment Booklets for Module 3. The assignment breakdown is as follows:

Assignment Booklet 3A for Module 3: Section 1 and Section 2

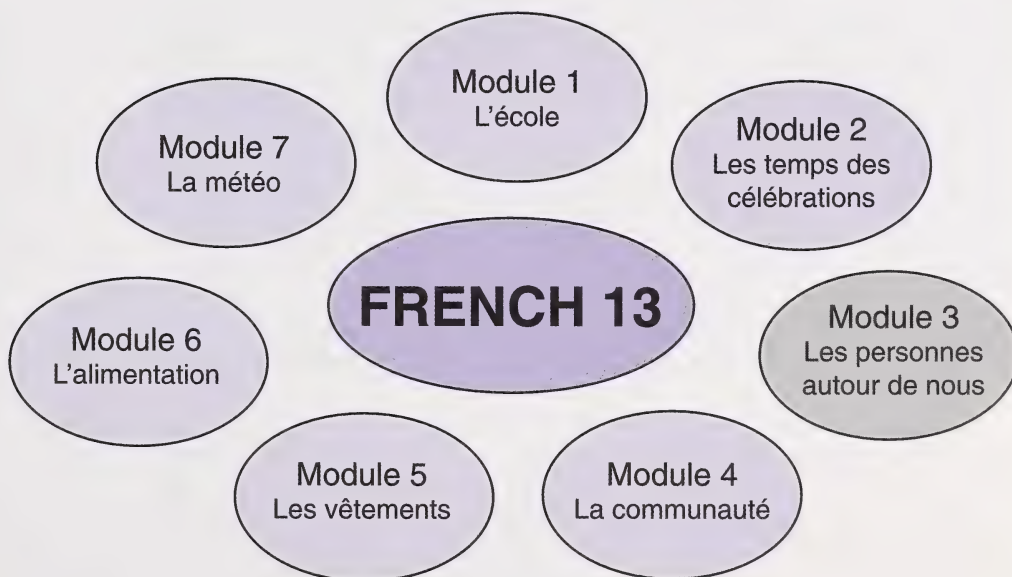
Section 1 Assignment	35 marks
Section 2 Assignment	<u>60 marks</u>
TOTAL	95 marks

Assignment Booklet 3B for Module 3: Section 3 and Final Module Assignment

Section 3 Assignment	50 marks
Final Module Assignment	<u>50 marks</u>
TOTAL	100 marks

Course Overview

French 13 contains seven modules. The module you are working in is highlighted with grey.



Section

1

La famille (The Family)



Welcome to the first section of Module 3! You will learn to talk about your own family as well as other people's families. When you talk about family, you usually talk about your immediate family and your extended family. You will also learn to describe all those interesting things that the members of your family like to do. For your assignment in this section, you will draw and describe your family tree or the family tree of a famous or fictitious person.

As well as learning how to talk about your own family, you will be listening to other people talk about theirs.

Activity 1: Ta famille (Your Family)

1.1



Listen to three different people describe each of their families on tape segment 301. While you listen, look at the following family portraits. Place a ✓ in each box as you hear the picture described.



Did you recognize that certain words like **père**, **soeur**, **frère**, and **mère** were repeated? If you did, super! Listen as often as you like.

Check your answers in the Appendix, Section 1: Activity 1.3.

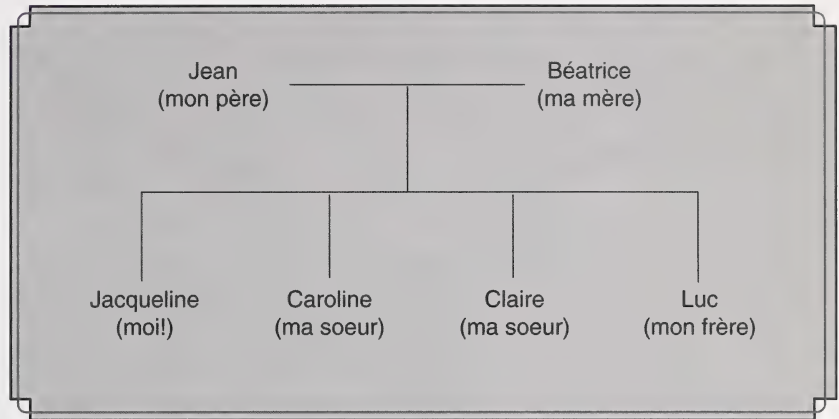
1.2

For most people, family is very important. Our heritage, or family history, helps us understand who we are. Many people can trace their family trees for several generations. For example, most Francophones in Alberta can trace their roots to Quebec and even to France. Listen to Jacqueline tell you about her family tree on tape segment 302. She will start with herself and then move to her immediate family.



Trace Jacqueline's family tree with your pencil as she explains it to you.

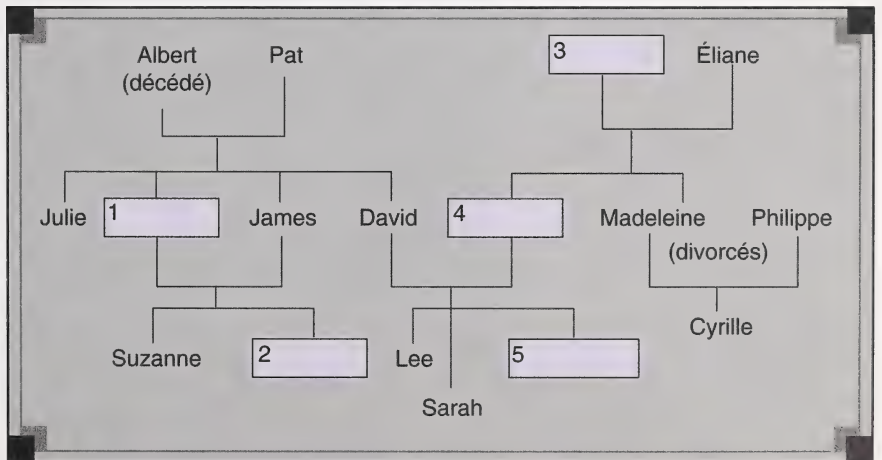
Mon arbre généalogique



1.3

You have listened to Jacqueline explain her family roots. Now turn to pages 78 and 79 of your text, *Arc-en-ciel 1*, and find **L'arbre généalogique de Sophie**. Follow along on tape segment 303 as Sophie explains her family tree. Then listen to Sarah explain hers. Use what Sarah says on the tape to fill in her family tree.

L'arbre généalogique de Sarah



Check your answers in the Appendix, Section 1: Activity 1.3.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Pupil's Book* (London: Mary Glasgow Publications Ltd., 1988), 79. Reprinted by permission.

How did you do? If you would like to improve your understanding of this exercise, just listen to the tape again and redo the family trees. Then, check your answers again.

Remember, when you are learning another language, hearing things more than once is extremely helpful. Repeating after the speaker can be helpful, too.

1.4

When people talked on the previous tape segments about families, some of the following people were mentioned.

Vocabulary Flash!	
C'est...	<i>This is...</i>
• mon père	<i>my father</i>
• mon grand-père	<i>my grandfather</i>
• mon frère	<i>my brother</i>
• mon cousin	<i>my cousin (male)</i>
• mon oncle	<i>my uncle</i>
• mon mari	<i>my husband</i>
• mon fils	<i>my son</i>
• ma mère	<i>my mother</i>
• ma grand-mère	<i>my grandmother</i>
• ma soeur	<i>my sister</i>
• ma cousine	<i>my cousin (female)</i>
• ma tante	<i>my aunt</i>
• ma femme	<i>my wife</i>
• ma fille	<i>my daughter</i>
• ma famille	<i>my family</i>
Ce sont...	<i>They are...</i>
• mes parents	<i>my parents</i>
• mes grands-parents	<i>my grandparents</i>

On the next page, match the descriptions with the words found in the box. Write the words in the appropriate spaces.

ma cousine	mon oncle	ma mère	mon grand-père	mon frère
ma tante	mon cousin	ma soeur	mon oncle	mon père

The first one has been done as an example (**modèle**).

1. C'est le père de mon cousin. mon oncle
2. C'est le fils de ma tante. _____
3. C'est la fille de ma mère. _____
4. C'est le père de mon père. _____
5. C'est la soeur de mon cousin. _____
6. C'est le frère de ma mère. _____
7. C'est la mère de ma cousine. _____
8. C'est le père de mon frère. _____
9. C'est la mère de ma soeur. _____
10. C'est le fils de ma mère. _____

Check your answers in the Appendix, Section 1: Activity 1.4.

Grammar Observation

Mon, ma, and mes all mean *my*. **Mon** is used with masculine nouns, such as in **mon père**. **Ma** is used with feminine nouns, such as in **ma mère**. **Mes** is used with plural nouns, feminine or masculine, as in **mes frères**.

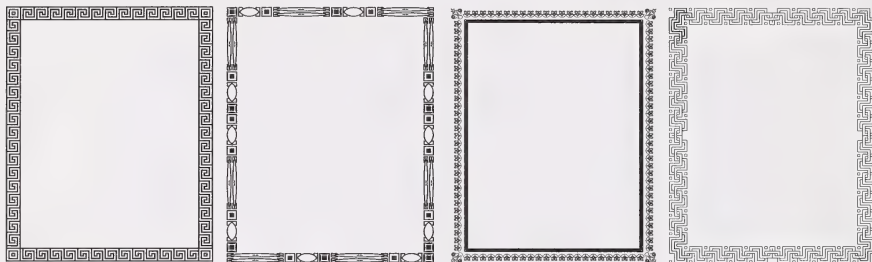
Of course, not all relatives are living, or still married. You heard the following words used in the family trees to describe people: **divorcé(e)**, **mort(e)**, and **marié(e)**.

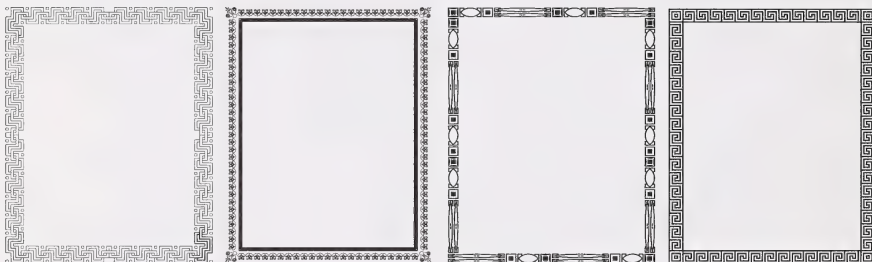
When you use these words to describe someone in your family tree, you must add an **e** if the person is female. So if you wanted to tell someone your aunt has died, you would say “**Ma tante est morte.**” On the other hand, if your uncle had passed away, you would say “**Mon oncle est mort.**” A more formal way of referring to someone who has died, especially in writing, is to use the word **décédé(e)** (*deceased*).

1.5

You now have the opportunity to make your own family portrait gallery!

Fill in the following picture frames with drawings or photos of members of your own family, or pretend you are someone famous and research his or her family. Don't forget to write underneath the pictures who each person is and what their relationship is to you. Use **mon**, **ma**, and **mes** with the French terms for family members. Have some fun with this.





Check your answers in the Appendix, Section 1: Activity 1.5.

Grammar Observation

How do you say in French that a person is related to you?

Right! To say that something or someone belongs to you, use **mon**, **ma**, or **mes** in French depending if the word is masculine, feminine, or plural. The same pattern is used to say *his* or *her*—**son**, **sa**, or **ses**. Likewise, to say *your*, you use **ton**, **ta**, or **tes**; to say *your* in a formal or group situation, you use **votre**.

To make things sound more fluid or flowing, **mon**, **ton**, and **son** replace **ma**, **ta**, and **sa** before feminine words beginning with a vowel sound.

Modèle: ma mère mon amie
ma trousse mon école

1.6

Possessive pronouns: Practise using the possessive pronouns. Write sentences using the appropriate pronoun in each.

Modèle: un oncle *C'est mon oncle.*
des parents *Ce sont tes parents.*

1. For the following, use **mon**, **ma**, or **mes**.

- a. une tante _____
- b. des grands-parents _____
- c. un livre _____
- d. une amie _____

2. In these questions, use **ton**, **ta**, or **tes**.

- a. une soeur _____
- b. des disques _____
- c. un cousin _____
- d. une école _____

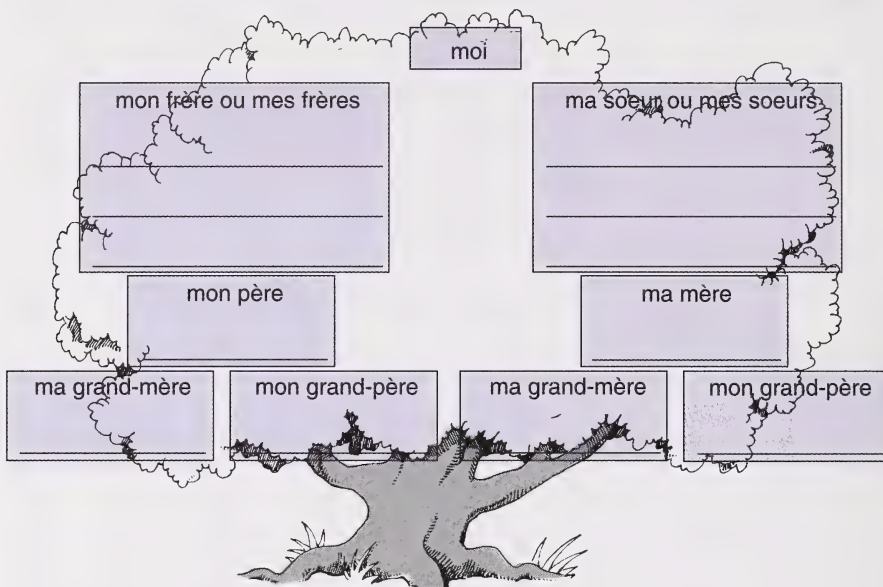
3. Finally, use **son**, **sa**, or **ses**.

- a. un frère _____
- b. une équipe _____
- c. une mère _____
- d. des cousines _____

Check your answers in the Appendix, Section 1: Activity 1.6.

1.7

On your own paper, draw your family tree using the following model to help you. If you prefer, you can draw the family tree of a famous person or use a fictitious character and his or her family. Maybe someone in your family can help you fill in all the blanks.



Oral Assignment

Describe your **arbre généalogique**.

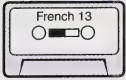
You will be expected to describe your family in French. Include the names and the ages of the relatives you are describing. You might wish to write out a script before your discussion.

For example: mother

Ma mère s'appelle Madeleine.
Elle a cinquante ans.



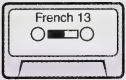
If you have a French facilitator, complete the oral part of this assignment with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point and ask to speak to a French teacher.



Check tape segment 304 for a sample description of a family tree. Also compare your answers with the sample in the Appendix, Section 1: Activity 1.7.

Bravo! It's hard work to speak a second language at first, but it does get easier, so don't give up! Always remember that the goal is communication—simply getting your message across. Sometimes you may need to repeat what you're saying many times before the person you're talking to understands it, just as you at times may have to listen to a message over and over before you understand it.

1.8



Now it's time to see how well you understand people talking about families. Listen to tape segment 305 as Patrick tells Jean about the presents he has brought back from his holidays for some of his relatives. Figure out which gift is intended for which family member.

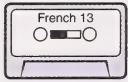


Now look at page 77 of *Arc-en-ciel 1* as you listen to tape segment 305 again. Look in the list of relatives in the right-hand column for your answers. Write the completed sentences on the following lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check your answers in the Appendix, Section 1: Activity 1.8.

1.9



You have learned to talk about your own family, but you also need to be able to ask other people about theirs. Begin by listening to the conversations on tape segment 306 in which various people are being interviewed about their families.

As you listen to the tape, fill in as much information as you can about each person's family in the space provided. Don't hesitate to rewind the segment again until you fully understand what is being said.



Claire: _____

Pierre: _____

Nathalie: _____

Tchen: _____

Jean-Luc: _____

Virginie: _____

Malika: _____

Fabrice: _____

Vincent: _____

Marie-Pierre: _____

Check your answers in the Appendix, Section 1: Activity 1.9.

How did you do? Did you notice that in order to ask people if they have an aunt, cousin, brother, mother, and so on, you must say “**Tu as un(e)** _____?” or “**Vous avez un(e)** _____?”

So, if you want to ask your classmate or a friend if he or she has an aunt, you ask “**Tu as une tante?**”

In French, as in English, raising your voice at the end of a phrase makes it a question. However, if you want to ask your teacher or another adult if he or she has an aunt, you would have to say “**Vous avez une tante?**”

Remember that in French there are two ways to talk to someone—the **tu** form for people with whom you are familiar and the **vous** form for more than one person, someone who you don’t know well, or someone for whom you are showing respect.



1.10

It’s your turn to ask people about their families. Luckily, you are completely prepared to do this! If you don’t feel ready to do it yet, just go back and review some of the earlier portions of this activity.

Write down the names of three people in your class or make up the names of three imaginary people. Put down their phone numbers too (**numéros de téléphone**) because you will need to phone them to ask them if they have any brothers, sisters, uncles, aunts, or cousins. You might say, “**Est-ce que tu as des frères?**”

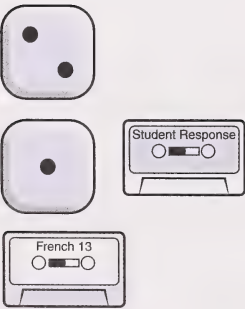


Be sure to write down the answers, real or imaginary, in the spaces provided. If you are studying alone, you may want to use the information given on tape segment 307.

nom	numéro de téléphone	frères	soeurs	cousines	cousins	tantes	oncles

Check your answers in the Appendix, Section 1: Activity 1.10.

1.11



This is a speaking activity. You can work with a partner and ask each other about your families. If you’re by yourself, you can take on both roles, changing your voice to suit each person. If you prefer, you can pretend you are someone else and talk about his or her family instead. You will need to ask how many brothers and sisters each person has, the number of aunts, uncles, and cousins there are, and the names of all family members. You may practise your dialogue by recording it on your blank audiocassette. (If you prefer, you may practise your dialogue by recording it on a blank videocassette.)

Check tape segment 308 for a sample conversation.

Smile! You have successfully reached the end of Activity 1. **Bravo! Tu l'as fait!**

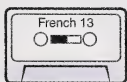


Activity 2: Ta parenté (Your Relatives)

It's time to get to know how to talk about your extended family. Activity 2 will deal exclusively with this topic.

2.1

Christophe is an exchange student from Quebec who will be living with David's family in St. Paul, Alberta, for the first semester of the school year. Naturally David is curious about Christophe's family in Quebec. Christophe is just about to explain who his aunts, uncles, and cousins are. Listen to tape segment 309 and follow along with the pictures to learn about his extended family.



Listen specifically for the words Christophe uses to describe each person.

Did you hear some words repeated? List them here.

The words **tante**, **oncle**, **cousin**, **cousine**, **nièce**, **neveu**, **belle-soeur**, **beau-frère**, **demi-soeur**, **demi-frère** were repeated. You already know that **frère** means *brother* and **soeur** means *sister*. Therefore, you already have a clue about the meanings of **beau-frère** and **demi-frère**, as well as **belle-soeur** and **demi-soeur**. Using your inferencing skills, guess what they mean.

If you said that **beau-frère** and **belle-soeur** mean *brother-in-law* and *sister-in-law*, you are perfectly right! Likewise, if you knew that **demi** means *half*, you would immediately know that **demi-frère** means *half brother* or *stepbrother* and **demi-soeur** means *half sister* or *stepsister*.

Vocabulary Flash!

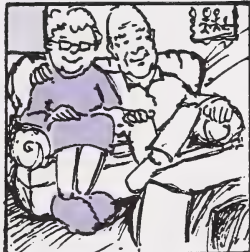
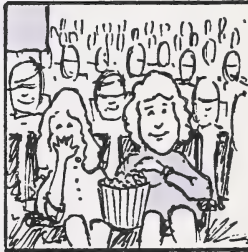
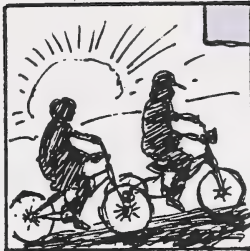
• mon beau-frère	<i>my brother-in-law</i>
• ma belle-soeur	<i>my sister-in-law</i>
• mes beaux parents	<i>my in-laws</i>
• ma belle-fille	<i>my daughter-in-law or stepdaughter</i>
• mon beau-fils	<i>my son-in-law or stepson</i>
• ma belle-mère	<i>my stepmother or mother-in-law</i>
• mon beau-père	<i>my stepfather or father-in-law</i>
• mon demi-frère	<i>my half brother or stepbrother</i>
• ma demi-soeur	<i>my half sister or stepsister</i>

2.2

Now David has decided to pull out his family albums and tell Christophe a bit about his family.



Listen to tape segment 310 and match each picture with the description by finding the appropriate picture and writing the number in the box as you follow along. Don't forget to rewind and listen as often as you like.



Check your answers in the Appendix, Section 1: Activity 2.2.

2.3

Imagine the people shown here are relatives of yours. Fill in the blanks in the paragraph that follows. Make up appropriate names and ages.



C'est mon oncle. Il a ____ ans.

Ma tante s'appelle _____. Elle a ____ ans.

J'ai ____ cousins and ____ cousine.

Mes cousins s'appellent _____ et _____.

Ils ont ____ et ____ ans.

Ma cousine a ____ ans.

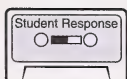
Elle s'appelle _____.

Check your answers in the Appendix, Section 1: Activity 2.3.

2.4

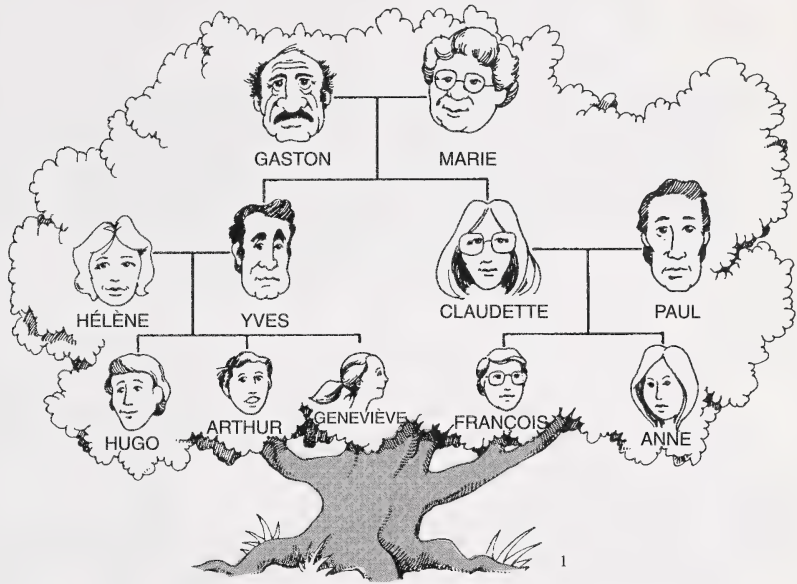
Now use this information to introduce the family out loud to a classmate or on your blank audiocassette. (If you prefer, you may use a blank videocassette.)

Compare your answer with tape segment 311.



2.5

Figure out the relationships among the people in the family tree here.



Now complete the sentences that follow. The first one has been done as **un modèle**.

1. *Hélène* est la *tante* de François.
2. _____ est le frère de Claudette.
3. Hugo est le _____ d'Anne.
4. Geneviève est la _____ de François.
5. _____ est la fille de Gaston et de _____.
6. _____ est le grand-père de François.
7. _____ est la grand-mère d'Arthur.
8. Yves est le _____ d'Hélène.
9. Marie est la _____ de Claudette et d'Yves.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

10. Hugo est le _____ de Claudette et de Paul.
11. _____ est la nièce de Claudette et de Paul.
12. Claudette et Paul sont les parents de _____ et _____.
13. Anne est la _____ de François.
14. _____ est le fils de Gaston et de Marie.
15. Yves est _____ de François et d'Anne.
16. Hélène est la _____ d'Yves.

Check your answers in the Appendix, Section 1: Activity 2.5.

How did you do? If you weren't sure what some of the words meant, hopefully you just turned to the Glossary at the beginning of the Appendix or used your dictionary to look them up.

You can now talk about families yourself as well as understand other people when they talk about their families in French, but there's still one last thing to do.



Activity 3: Les choses que vous aimez faire (Things You Like To Do)



How do you talk about what you like to do in French?

Grammar Observation

To say what you like to do, you use the verb **aimer** (*to like*). An example of its use is **J'aime jouer au golf.** (*I like to play golf.*)

Le verbe **aimer** (*to like*)

Singular		Plural	
J'aime	<i>I like</i>	Nous aimons	<i>We like</i>
Tu aimes	<i>You like</i>	Vous aimez	<i>You like</i>
Il aime	<i>He likes</i>	Ils aiment	<i>They like</i>
Elle aime	<i>She likes</i>	Elles aiment	<i>They like</i>



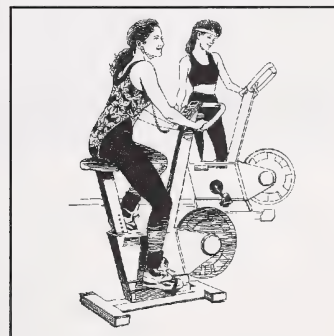
Il aime danser.



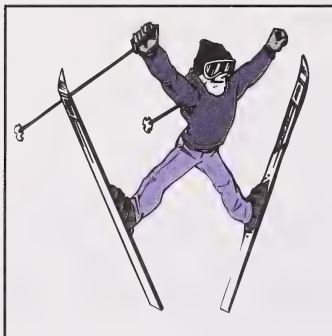
Ils aiment manger.



Elle aime lire.



Elles aiment faire de la bicyclette.



Il aime faire du ski.



Ils aiment chanter.

Of course, when you talk about what people like to do, it means you're talking about activities or actions. This means using action words or *verbs*. The largest group of verbs in French is the one containing the *-er* verbs. Learning about *-er* verbs allows you to talk about what you and other people do, in French. That's a pretty useful thing to be able to do, don't you think?



What kinds of things do you like to do in your spare time?



What do your friends like to do?



What do your parents and relatives like to do?

3.1

Christophe and David are doing an assignment about extended families for Social Studies.



1. Listen to tape segment 312 as Christophe asks David about his relatives. Listen a second time and in the chart write the information given by David. The first one has been done for you as **un modèle**.

Nom	C'est son/sa...	Il/Elle a...ans.	Il/Elle aime...
Maurice	<i>cousin</i>	<i>16</i>	<i>faire du ski</i>
Daniel			
Alain			
Annette			
Brigitte			
Pierre			
Bernard			
Justine			
Geneviève			
Thomas			
Henriette			

Check your answers in the Appendix, Section 1: Activity 3.1.

Do you remember how to say someone's age? _____

Right! **Correct! Il a _____ ans.** The age is written in the blank.



2. Choose **three** of David's relatives and write **three** sentences about each of them as if you were David. Write this information so you could share it with a friend. David has already written about Annette for you as **un modèle**.

• *Annette est ma cousine.*

Elle a 6 ans.

Elle aime faire de la bicyclette.

• _____

• _____

• _____

3. Christophe and David want to interview you about your extended family for their project. Choose **two** of your own relatives and write **three** sentences about each of them.

• _____

• _____

Check your answers in the Appendix, Section 1: Activity 3.1.

3.2



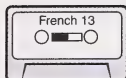
Listen to tape segment 313 as Christophe and Julie tell you what things they like to do. Follow along with the drawings as they explain and place a **C** in the corner of an activity Christophe enjoys. Place a **J** in the corner if it is an activity Julie likes. You may find that some activities apply to more than one drawing or that no specific activity is mentioned for a particular drawing. Listen specifically for the verb – the *doing* or *action* word.



Check your answers in the Appendix, Section 1: Activity 3.2.

What do people in your family like to do? How about your friends? How about you?

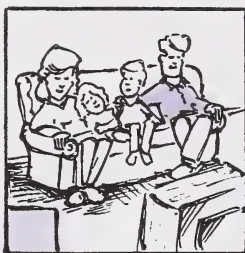
3.3



Now that you know what's going on in each picture, what do verbs that name each action look like in French? Listen to tape segment 313 once more as you look at the drawings again. This time the French verb (action word) is written under each one.



parler



regarder



manger



étudier



jouer



écouter



magasiner



danser



visiter



nager



voyager



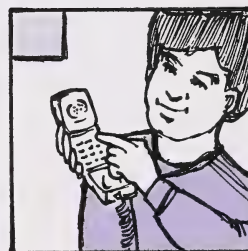
préparer



rester



acheter



téléphoner



aider

Vocabulary Flash!

• acheter	<i>to buy</i>	• manger	<i>to eat</i>
• aider	<i>to help</i>	• nager	<i>to swim</i>
• danser	<i>to dance</i>	• parler	<i>to talk</i>
• écouter	<i>to listen</i>	• préparer	<i>to prepare</i>
• étudier	<i>to study</i>	• regarder	<i>to look, watch</i>
• faire	<i>to do</i>	• rester	<i>to stay</i>
• jouer	<i>to play</i>	• téléphoner	<i>to phone</i>
• lire	<i>to read</i>	• visiter	<i>to visit</i>
• magasiner	<i>to shop</i>	• voyager	<i>to travel</i>

3.4

Practise with verbs. Most **-er** verbs are conjugated the same way as the verb **aimer**. Write the proper form of each verb in the sentences below.

Modèle: Ils (manger) mangent au restaurant.

1. Vous (regarder) _____ la télévision.
2. Elle (jouer) _____ de la guitare.
3. Je (préparer) _____ le dîner.
4. Nous (écouter) _____ au professeur.
5. Ils (aider) _____ leur mère.
6. Vous (téléphoner) _____ à votre soeur.
7. Tu (parler) _____ à ta grand-mère.
8. Il (aimer) _____ ses parents.
9. Nous (visiter) _____ nos amis.
10. Elles (voyager) _____ en Europe cet été.

Check your answers in the Appendix, Section 1: Activity 3.4.

You now know the French verbs for eighteen different actions, which is great, of course, but it's still very limited. To broaden your world as a student of French as a second language, you need to be able to say more things. How might you find out how to say more action words?

Right! You can use a French-English dictionary. In order to use a dictionary properly you must have an understanding of the dictionary entries. For example, if you came across the verb **marcher** and looked it up in your dictionary, you would be amazed to discover how many meanings this verb can have. You would need to be able to recognize which meaning is appropriate. The actual dictionary entry is presented here.

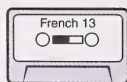
marcher [marʃe] *vi* to walk; (*MIL*) to march; (*aller*: *voiture, train, affaires*) to go; (*prosperer*) to go well; (*fonctionner*) to work, run; (*fam*) to go along, agree; to be taken in; ~ *sur* to walk on; (*mettre le pied sur*) to step on *ou* in; (*MIL*) to march upon; ~ *dans* (*herbe etc*) to walk in *ou* on; (*flaque*) to step in; faire ~ *qn* to pull sb's leg; to lead sb up the garden path; **marcheur**, **euse** *nm/f* walker.

As you can see, the verb **marcher** can mean *to walk, to march, to go, to go well, to work/run, to go along/agree, or to be taken in*. In order to correctly understand which meaning is the best one for the word, you must carefully look at all the meanings as well as the other words around it in the sentence for *meaning or contextual clues*.



3.5

In this activity, you will be talking about what you and your family and friends like to do. You will also ask other people what they like to do. Listen to tape segment 314 as Robert and Julie ask each other the following questions. Underline each sentence as you hear it spoken.

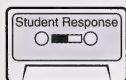


¹ From *The Collins Robert French-English Dictionary*, © 1978, 1987, William Collins Sons and Co. Ltd. and La Société du Nouveau Littre Dictionnaire le Robert.



How do you ask someone what they like to do?

Qu'est-ce que tu aimes faire? Right! To ask *what your aunt likes to do*, you say **Qu'est-ce que ta tante aime faire?** Remember the different forms of **aimer**.



Now, using Robert's and Julie's dialogue as a model, you can ask questions about what people like to do. Use your blank audiocassette to record a similar dialogue so that you can hear the progress you are making in French. (If you prefer, you may use a blank videocassette.)





Smile—you're on your way to becoming bilingual! That's impressive. In Canada, 15% of the population (that's over four million people) speak both English and French. Another 15% speak only French.



Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

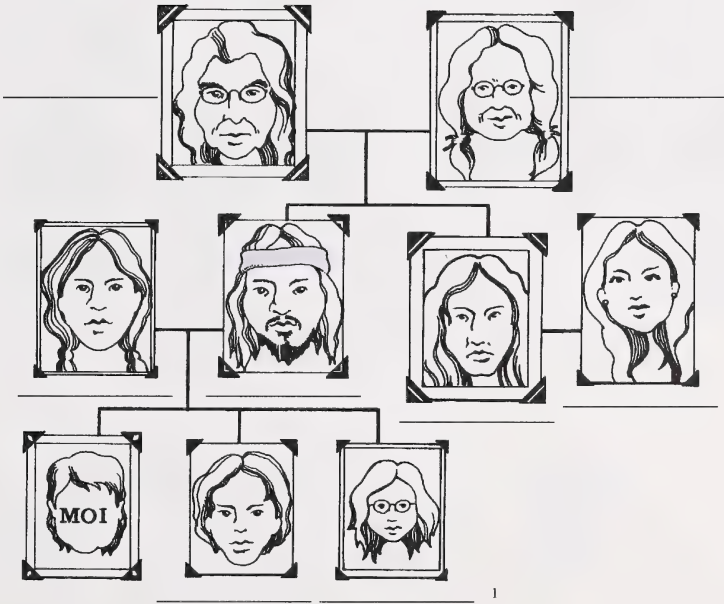


Extra Help 1

If you review the French terms used to name family members you will have an easier time with this activity. Follow the arrows after the beginning letters in each word to find the missing letters. When you have successfully completed the word, place it in the correct position in the family tree. **Bonne chance!**

⁵ F	³ U	⁸ O	⁸ S	¹ A
⁶ G	¹ R	¹ E	⁴ N	⁴ T
⁷ A	¹ P	² C	¹ L	¹ T
¹ N	² D	² M	¹ E	¹ R

1. **P** / _ _ _
2. **M** → _ _ _
3. **O** \ / _ _ ↓
4. **T** ↑ _ / \ _ /
5. **F** \ _ _ _ _
6. **G** → / ↓ _ _ ↑ / _ _
7. **G** → / ↓ _ _ _ _ _
8. **S** _ ↓ \ _ ↓



Check your answers in the Appendix, Section 1: Extra Help 1.

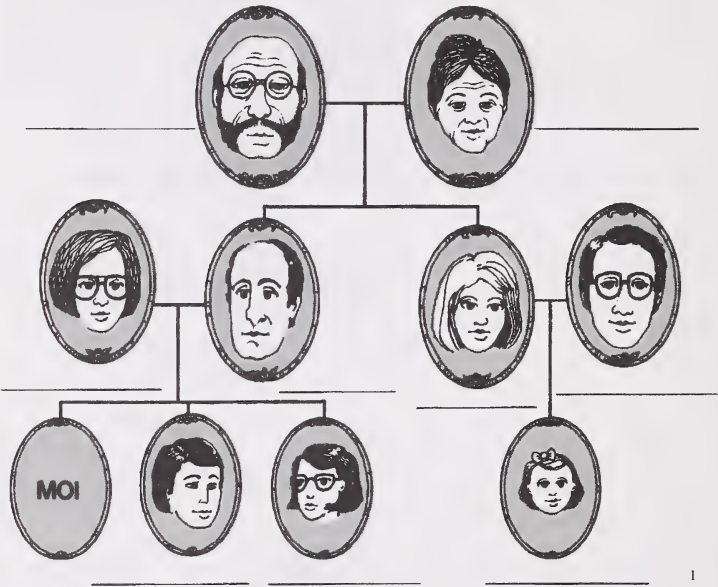
¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 2

Learning how to talk about your family was one of the goals of this section. If you are still unsure of what words to use for members of your family, this activity is for you! Find the following words in the puzzle grid. Then place them in the correct position in the family tree.

- FRÈRE
PÈRE
COUSINE
- SOEUR
TANTE
GRAND-MÈRE
- MÈRE
ONCLE
GRAND-PÈRE

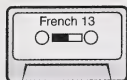
P	S	O	E	U	B	G	I	C
F	E	N	L	W	L	R	N	O
O	A	R	U	N	S	A	S	U
R	F	R	E	R	E	N	A	S
E	P	I	L	M	U	D	R	I
R	E	S	C	R	V	P	T	N
N	T	A	N	T	E	E	W	E
S	O	E	O	P	L	R	H	S
U	G	R	A	S	O	E	U	R
E	R	E	M	D	N	A	R	G



Check your answers in the Appendix, Section 1: Extra Help 2.

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Enrichment 1



The morning deejay from a popular radio station has phoned Yvette to tell her that she has been chosen as today's Birthday Girl. Listen to tape segment 315 as Yvette describes for the listeners the gifts she has received from her family and friends. Match each illustration with the correct name. The first one has been done for you as **un modèle**.

1. station de radio i
2. grand-maman Champlain _____
3. grand-maman et grand-papa Thomas _____
4. tante Claudine _____
5. oncle Joseph _____
6. Marcel _____
7. deux frères _____
8. petite soeur _____
9. papa et maman _____

a.



b.



c.



d.



e.



f.



g.



h.



i.



Check your answers in the Appendix, Section 1: Enrichment 1.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

Enrichment 2

Jacques is visiting Sylvain's house. On the way to the rec room, Jacques notices a large photo of Sylvain's family hanging on the wall. While looking at the photo, Jacques begins to ask Sylvain about his family. Jacques' questions are given here. Write the question above the appropriate answer given by Sylvain. The first is completed as **un modèle**.

Quel âge a-t-il?

Combien de cousines as-tu?

Qui est-ce?

Comment s'appelle-t-elle?

C'est ta grand-mère?

Quel âge ont-ils?

Comment s'appelle-t-il?

Combien de cousins as-tu?

Comment s'appellent-elles?

Qu'est-ce qu'elle aime faire?

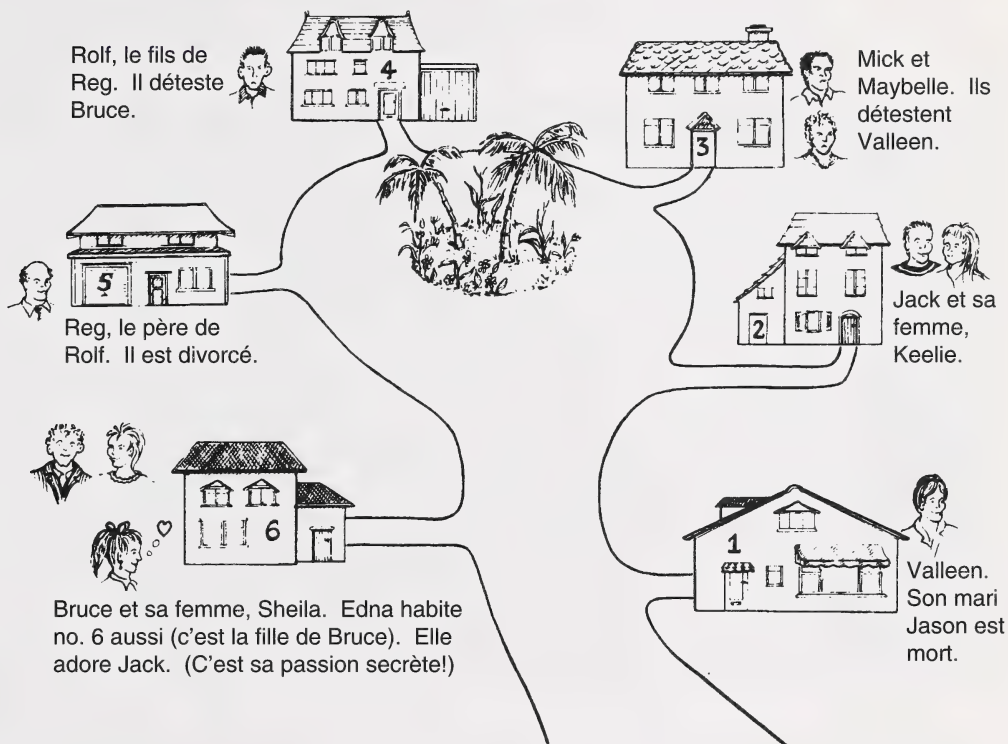
1. Jacques: Qui est-ce?
Sylvain: C'est mon grand-père.
2. Jacques: _____
Sylvain: Il s'appelle Hector Dupuis.
3. Jacques: _____
Sylvain: Oui, c'est sa femme. Elle s'appelle Joanne Dupuis. Ici, c'est mon oncle Alexandre.
4. Jacques: _____
Sylvain: Il a 39 ans et voici sa femme.
5. Jacques: _____
Sylvain: Elle s'appelle Bernadette.
6. Jacques: _____
Sylvain: Elle aime jouer aux cartes.
7. Jacques: _____
Sylvain: J'ai deux cousins.
8. Jacques: _____
Sylvain: Georges a 14 ans et Charles a 10 ans.
9. Jacques: _____
Sylvain: J'ai quatre cousines.
10. Jacques: _____
Sylvain: Elles s'appellent Barbara, Lucette, Jeannine, et voici ma cousine Suzanne. Elle a 17 ans.

Jacques: Tu as beaucoup de parenté!

Check your answers in the Appendix, Section 1: Enrichment 2.

Enrichment 3

Who are the stars of the TV series *Nos Voisins*? Look at the street plan and fill in the missing names in the sentences that follow.



Nos Voisins = Our Neighbours

1. _____ is Jack's wife.
2. Reg is _____'s father.
3. Edna is _____'s daughter.
4. Edna is in love with _____.
5. Sheila is married to _____.
6. _____ is divorced.
7. _____'s husband is dead.
8. _____ hates Bruce.

Check your answers in the Appendix, Section 1: Enrichment 3.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Assessment and Profiling* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Conclusion

Have you completed all of the activities up to this point?

If you have, give yourself a pat on the back – you’ve finished the first section of Module 3. That was a lot of work, so be proud of what you’ve done. In this section you learned how to talk about your immediate family and your extended family. You also learned how to ask people about their family members and things they like to do. Well done! **Bonne chance** with Sections 2 and 3!

Now turn to your Assignment Booklet 3A and complete the assignment for Module 3: Section 1.

Section

2

À la maison (At Home)



You have just finished learning how to talk about families in French. In this section you will be learning about the family at home. Most people spend a fair amount of time in a place called home. Having your own space, however small or large, is very important in our society.

In this section you are going to learn to talk and ask about things people do at home. The things you do with your friends, of course, are also important and you'll learn to talk about those in French too.

You will learn about people from French-speaking countries and their interests. The final assignment for this section will require you to plan your own dream home and explain what purpose each room would have.

Activity 1: Trouver une maison (Finding a House)

Buying a home is considered the single largest purchase the average person makes in a lifetime. Moving from one home to another can be exciting. Most people move at least once in their lifetime. For some, changing residence on a regular basis is a very ordinary part of life.

When people move, what kinds of things do they have to consider?

When people are moving or planning to buy a house or mobile home, change apartments, or build a home, they spend a lot of time talking about their home. What kinds of things do they discuss?

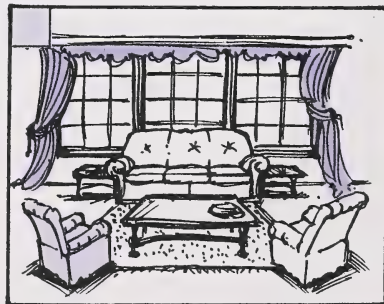
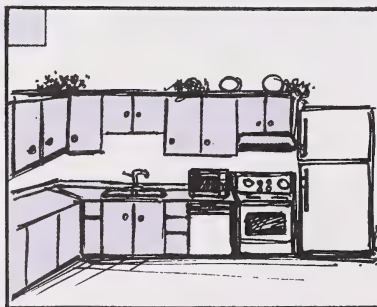
Moving can take you out of the country or can bring other people to you. This is especially exciting if it takes you to a new place with a different language or brings you in touch with friends from a faraway country who speak a different language too.

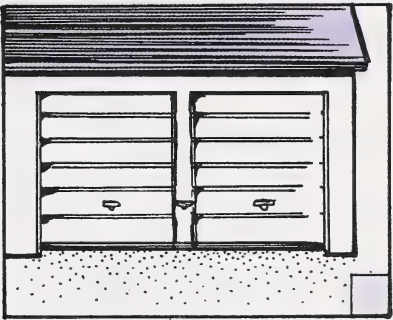
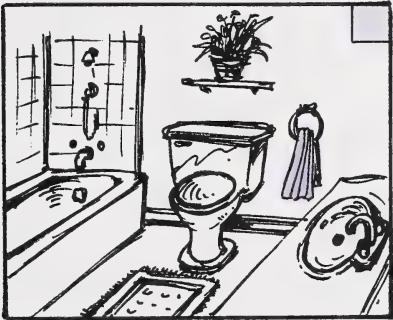
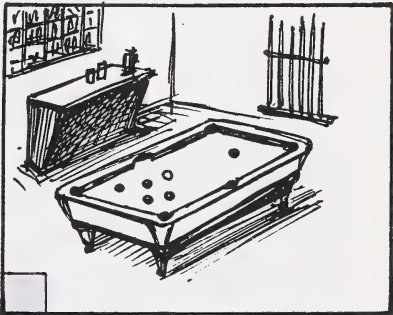
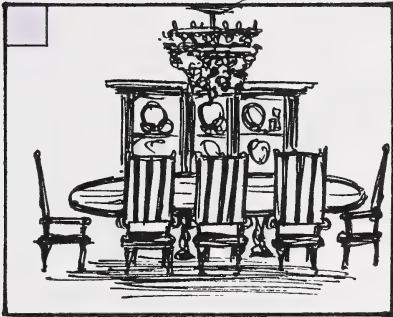
The Maisonneuve family own their own home but they have decided to move to Calgary because Madame Maisonneuve has been offered a new job there. Of course the family is sad to leave their home and friends in Peace River, but they are very excited about choosing a new home and making new friends in Calgary. Moving means the Maisonneuves must sell their old house. Their real estate agent has made a video to market their house.

1.1



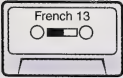
Since you can't see the actual video, their daughter, Lise, will tell you about their house using the pictures here to help you visualize it. As you listen to tape segment 316, go from picture to picture placing a ✓ in the corner of each one. Listen for the words she uses to name each room.





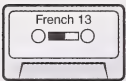
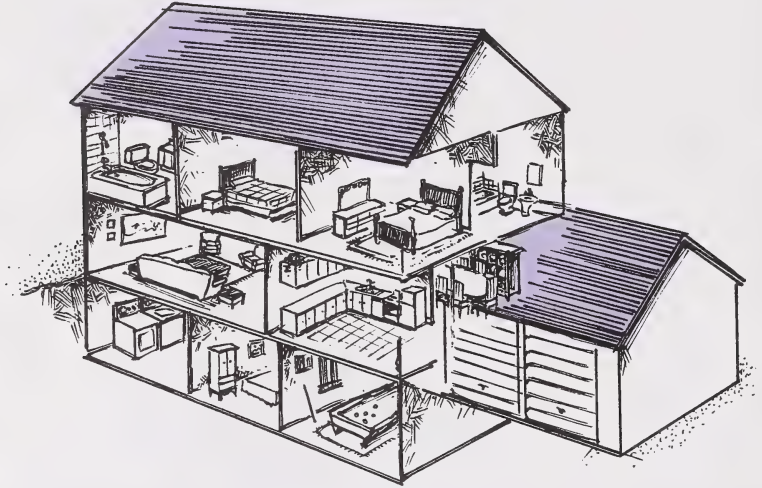
- What words did you hear Lise use to name each room? Listen to the tape as many times as you need.
- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

Check your answers in the Appendix, Section 2: Activity 1.1. Then listen to tape segment 316 again.



1.2

The different rooms of Lise's house in Peace River are shown here. How many of them did you hear mentioned?

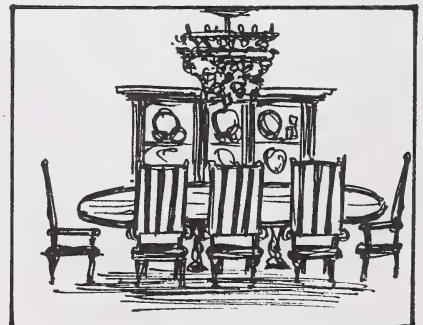


Now listen to tape segment 317 as the real estate agent gives the names of the rooms in the house. Here are the names of the rooms she mentions.

- | | |
|----------------------------|---------------------------|
| a. la cuisine | g. la chambre des parents |
| b. le salon | h. la salle de famille |
| c. la petite salle de bain | i. la salle de récréation |
| d. la chambre de Lise | j. le garage |
| e. la salle à manger | k. la buanderie |
| f. la salle de bain | l. la chambre d'ami |

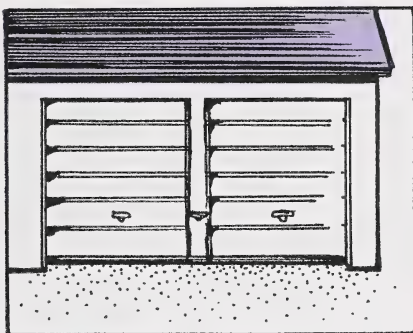


Listen to the tape once again and match the letter of each room listed with the appropriate picture. Listen as often as you like.

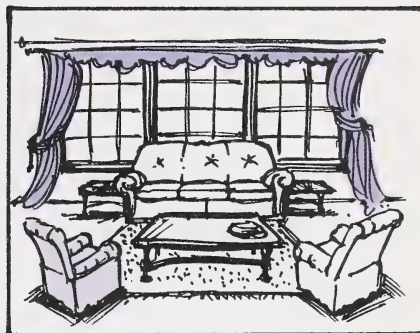


1. _____

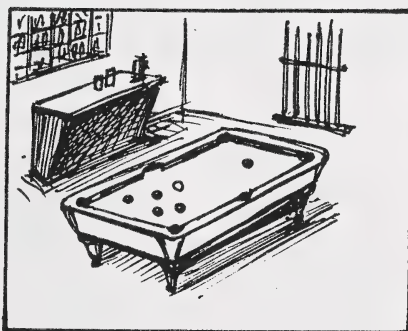
2. _____



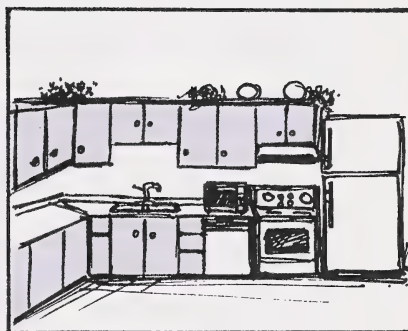
3. _____



4. _____



5. _____



6. _____



7. _____

Check your answers in the Appendix, Section 2: Activity 1.2.

Bravo! By now you have a good idea of what Lise's house looks like.

Vocabulary Flash!

C'est...

- la salle de bain
- la chambre à coucher
- la salle de récréation (de jeux)
- la salle de famille
- la cuisine
- la salle à manger
- le bureau
- la buanderie
- le salon
- le garage
- le foyer
- le sous-sol
- le grenier

This is...

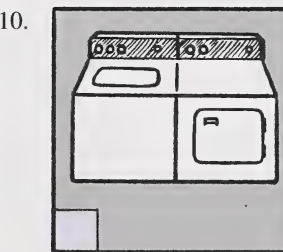
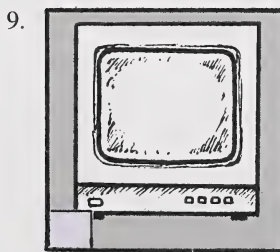
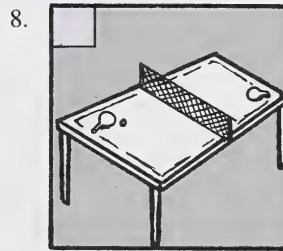
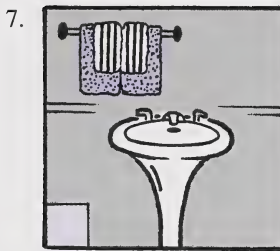
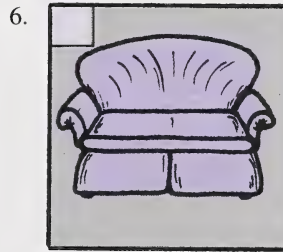
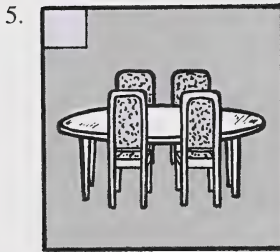
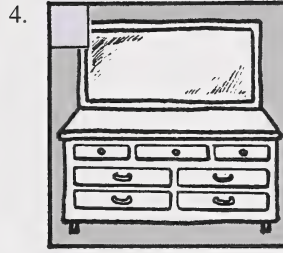
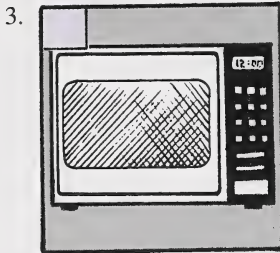
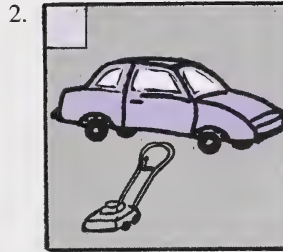
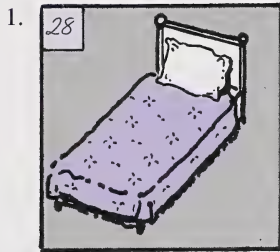
- the bathroom*
- the bedroom*
- the recreation room (games room)*
- the family room*
- the kitchen*
- the dining room*
- the office*
- the laundry room*
- the living room*
- the garage*
- the entrance*
- the basement*
- the attic*



1.3

How well do you know the names of the rooms of a home? Lise and her family will need to order furniture for their new house. They have decided to order from a mail-order catalogue.

As you look at each article in the sample catalogue that follows, think about the room in which it might be found. Articles in the catalogue index are listed according to room, so you will have to look up the appropriate room in order to find the page number of the item. The first one is done for you. Good luck!



Index 105

A
B	buanderie 46
C	chambre à coucher 28
	cuisine 64
D
E
G	garage 82
	grenier 91

S	salle de bain 12
	salle de jeux 58
	salle à manger 74
	salle de récréation 58
	salon 16
T
U
V

Check your answers in the Appendix, Section 2: Activity 1.3.

How did you do? If you would like, you may go back and repeat some of the listening activities.

1.4

Home means different things to different people. You may live in a duplex, a condominium, an apartment, or a mobile home. When the Maisonneuves look for a home in Calgary, they have to decide what kind of home they would like to have and what kind of house they can afford. In addition, they will have to decide if they want to rent or buy. If you were moving to a new town, where would you look to find out about houses, apartments, or condos to buy or rent?

A local newspaper or real estate agent would be a good place to start. If you were looking in a French newspaper for a place to live, you would probably come across a page like the following:

<p>160 App. et log. à louer</p> <p>À ROSEMONT, 2 1/2, 3 1/2, 4 1/2, chauffé, eau chaude inclus, meublé si désiré, 555-0136.</p> <p>2e ÉTAGE DUPLEX: Face parc, métro Cadillac, 4 1/2, tapis neufs mur/mur + stores. Libre juill. 590 \$ 555-9313</p> <p>À CÔTÉ métro Jarry. 2 1/2, r.-de-ch., rénové, chauffage élect., 325 \$, 555-5335, 555-9225.</p> <p>À LOUER, 4 1/2, tranquille, services à proximité. Au 10 000 Waverly. Sur rendez-vous: 555-4654.</p> <p>À VOIR ABSOLUMENT! Centre-ville, condo 6 1/2 sur 2 étages, 3 c.c., 2 s/bains, 5 appareils (option), boiserie, terrasse, stationnement, parc. 945 \$. 555-4456.</p> <p>AHUNTSIC, 6 1/2, éclairé, parc, tennis, rivière, chauffé et éclairé par propriétaire, 555-9802</p> <p>AHUNTSIC Haut duplex 5 1/2, chauffage élect., frais peint, entrée lav./séch. Idéal pour pré-retraités ou retraités. 550 \$ Réf. demandées. 555-5345.</p> <p>AHUNTSIC, Rancourt et Charland, 4 1/2, quartier tranquille, stationnement, 555-8140.</p>	<p style="text-align: center;">ATTENTION REDPATH/ST-GEORGES</p> <p>3 1/2 ENTRE 760 et 1000 PL.CA., À PARTIR DE 700 \$/MOIS, CHOIX D'ÉTAGES, DISPONIBLES IMMÉDIATEMENT; AUSSI 4 1/2, 1 200 PL.CA., À PARTIR DE 1 000 \$/MOIS QUAND DISPONIBLES. FENÊTRES PANO-RA-MIQUES, AVEC VUE SUR VILLE ET MONTAGNE. PLAFONDS 11 PI., AIR CLIMATISÉ, BALCONS, 2 ASCENSEURS, GARAGE, PORTIER 24H., UNIQUE, SÉCURITÉ. 555-1624, 555-8880</p> <hr/> <p>N.D.G.-EST: Haut duplex détaché. 7 1/2, 4cc. 2 s/b., propre, spacieux, ensoleillé, métro. Idéal pour groupe. 875 \$ non chauff. 555-1437 – 555-5062</p> <hr/> <p>NOUVEAU-BORDEAUX Luxueux 5 1/2, haut duplex, 1 200 pi.ca., près centre d'achats. 680 \$. LIBRE 555-3456</p> <hr/> <p>OUTREMONT, rue Plantagenet, près de tous les services, université, hôpital Ste-Justine, grand 6 1/2, tous services inclus. 1000 \$ 555-2243</p> <hr/> <p>OUTREMONT, Willowdale, sous-location, 3 1/2, très éclairé, poêle-frigo, balcon, libre immédiatement. 555-8680.</p>
---	---

OUTREMONT, de luxe, 7 1/2, haut duplex, 2 s/bains, garage, 1 400 \$/mois, 1 mois gratuit, 555-3535.

OUTREMONT

768 De l'Épée bis, 6 1/2, non-chauffé, gaz, 555-2927.

PARC ANGUS, gr. luxueux 4 1/2, 3e, entr. lav.-séc., interphone, remise, stat., près Jardin Botanique, 560 \$. 555-0880.

PLATEAU, 5 1/2, propre, éclairé, près parc Lafontaine 575 \$, rabais pour juillet. Avant 18h. 555-2269, 555-4447.

PLATEAU Grand 7 1/2 rénové, 1er étage, cour. 555-3717, 555-2549. Répondeurs.

PLATEAU Magnifique 4 1/2 chauffé, eau chaude: 625 \$. Grand 5 1/2, propre: 525 \$ 555-7145.

PLATEAU MT-ROYAL rue ST-HUBERT (3333). Près métro Sherbrooke. 5 1/2 chauffé, de prestige, boiserie, entrée lav./séch., cuisine rénovée, poêle, frigo. 685 \$ 555-0219.

PLATEAU SHERBROOKE, Hôpital N.-D., face parc Lafontaine. Beau 6 1/2 rénové, libre immédiatement. Poss. garage et bureau dans même immeuble. 555-1278.

PLATEAU, près métro Mont-Royal, grand 4 1/2, bien ensoleillé, 450 \$, chauffé. 555-7099.

PLATEAU DES ÉRABLES.

Nord de Mt-Royal. Haut duplex, 2 1/2, entièrement rénové, chauff. élec. 325 \$. Tél. 9h à 17h. 555-9770

R.D.P. 7474 M. DUPLESSIS
6 1/2 pièces, 3 c.c., neuf, près services, 590 \$/mois. A VOIR! 555-0444.

R.D.P., 5 1/2 style condo, idéal professionnels, 1 mois gratuit, tapis mur à mur, 555-4747, 555-3462.

122 Condos à vendre

ANJOU, joli condo, 4 1/2 avec terrain, 99 000 \$. Taxes 1 200 \$. Frais condo 55 \$/mois. 514-555-1450.

BORD DE L'EAU, 2.5 km. de l'autoroute 10, 25 min. du centre ville, 1100 pi.ca., foyer, 2 c.c., près autobus. 110 000 \$. 555-6600.

BORD DU LAC BROME

Condo neuf, complètement meublé, accessoires de vaisselle compris, câble télé, foyer, piscine, près centres: ski, golf, tennis, marina. Demande 125 000 \$, faut voir, 555-3251.

CONDO et stationnement, 4 1/2, à deux pas de tous les services et de la Plaza St-Hubert. Prix initial 115 000 \$ réduit à 98 000\$. 555-1020.

LACHINE

Vue imprenable sur l'eau, maison ancestrale transformée en condos. Super luxueux, 2800 pi.ca., 3 chambres, 3 s/bains par condo. À voir absolument! Visites libres dim. 10h à 16h, 7777 boul. St-Joseph, 555-6318, (S.V.P. Pas d'agent).

LONGUEIL-(VIEUX)

Condo meublé, sur 2 étages, 800 pi.ca., édifice de prestige, face à la marina, espace stationnement int. avec rangement, 2 s/bains, cabine de bronzage, grande chambre à coucher avec bain tubillon (spa) piscine extérieure, sauna, etc... Libre 1er juillet. 555-1360, 1-555-7850

LONGUEUIL, (Vieux), rue Dollard, 4 1/2 sur 2 niveaux, planchers béton, 2 parking, foyer, proximité métro, 92 000 \$ tout compris. J.F. 555-0849.

LONGUEUIL, 2 c.c., foyer, bain tourbillon, air clim., garage int., près base plein air, golf. Occupation rapide. 99 700 \$. 555-3880.

¹ Classified advertisements, *Le Devoir*, 12 July 1991.

Notice the advertisements are divided into two sections, **à vendre** and **à louer**. Figure out what they mean.

Yes! Using your ace dictionary skills you correctly figured out that **à vendre** means *to _____* and **à louer** means *to _____*.

Read through the ads. Then, if possible, compare them to those in your local paper. What differences do you see between ads in English and ads in French? Pay attention to the number of rooms and how they are listed.

Cultural Observation

One of the major differences is that French ads for houses, apartments, and condos count the *total* number of rooms instead of talking about the number of bedrooms, then the kitchen and bathrooms like in English. Therefore, a two-bedroom apartment with a kitchen, dining room, and bathroom is called a **cinq pièces** in French. **Pièce** is another French word for *room*.

The Maisonneuve family would like at least a three-bedroom home. Circle the ads from the previous selection that might be suitable for them.

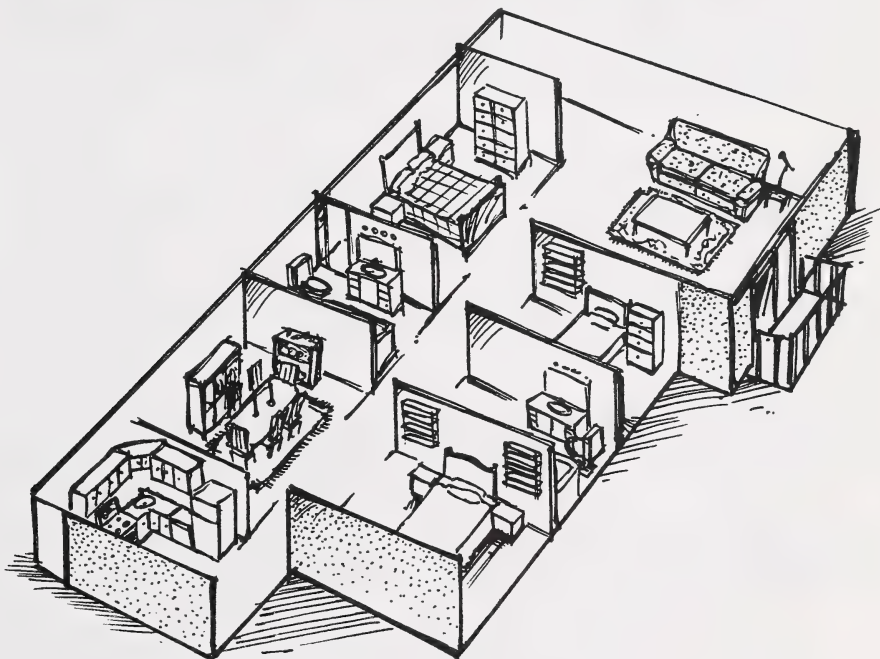
Check your answers in the Appendix, Section 2: Activity 1.4.



1.5

The Maisonneuves' real estate agent has set up an appointment to view **un appartement**. The apartment floor plan is provided for you here.

Listen to tape segment 318 and write each room or feature of the apartment as the real estate agent gives the Maisonneuve family a guided tour. **Bonne chance!**



1. _____
2. _____
3. _____
4. _____
5. _____

Check your answers in the Appendix, Section 2: Activity 1.5.

How did you do? Suppose you want to say you live in a condominium, a mobile home, a duplex, a two-storey house, or an apartment. How would you find out how to say it in French?

If you said you could ask someone who speaks French, you are right. If you said you would look it up in the dictionary, you are also right!

1.6

Use your dictionary skills to choose the best French words for the following:

1. duplex house _____
2. two-storey house _____
3. row house _____
4. split-level _____

duplex [dju:pleks] **1** *adj (gen) duplex inv. (Phot) ~ paper* bande *f* protectrice. **2** *n (US) (also ~ house) maison jumelée; (also ~ apartment) duplex m.*

row¹ [reu] **1** *n [objects, people] (beside one another) rang m, rangée f, (behind one another) file f, ligne f, [seeds, plants] rayon m, rang; [houses, trees, figures] rangée; [cars] file; (Knitting) rang. in the front ~ au premier rang; (Rugby) the front/second/back ~ (of the scrum) la première/deuxième/troisième ligne (de mêlée); they were sitting in a ~ ils étaient assis en rang; (fig) 4 failures in a ~ 4 échecs d'affilée or de suite or à la file*; (fig) a hard or long ~ to hoe une rude besogne. 2 cpd: (US) they live in a row-house leur maison est attenante aux maisons voisines.*

split [split] (*vb: pret, ptp split*) **2** *cpd: split-cane (n) oster m; (adj) en osier; (Boxing etc) split decision match nul; (Gram) split infinitive infinitif où un adverbe est intercalé entre 'to' et le verbe; split-level cooker cuisinière f à plaques de cuisson et four indépendants; split-level house maison f à deux niveaux; split mind = split personality; split-new tout neuf (f toute neuve); split-off séparation f, scission f (from de);*

storey, (US) story [sto:ri] *n étage m. on the 3rd or (US) 4th ~ au 3e (étage); a 4-story (ed) or (US) 4-storied building un bâtiment à or de 4 étages.*

Check your answers in the Appendix, Section 2: Activity 1.6.

¹ From *The Collins Robert French-English Dictionary*, © 1978, 1987, William Collins Sons and Co. Ltd. and La Société du Nouveau Littre Dictionnaire le Robert.

1.7



Lise’s friends in Peace River are about to tell you what types of homes they live in. Listen to tape segment 319 and keep track of the information using the grid below. The first one has been done for you.

nom	appartement	maison	maison mobile	condo	maison jumelée
Denis			✓		
Sylvain					
Luc					
Suzanne					
Carole					
Gisèle					
Jean					
David					
Julie					

Check your answers in the Appendix, Section 2: Activity 1.7.

The expression **à la campagne** means *in the country*. What do you think **en ville** means?

If you guessed *in the city* give yourself a pat on the back!!

Where do you live? **Où habites-tu?**

As you learned in Module 1, to say *I live in the country*, you would say **J’habite à la campagne**.



1.8

In the space that follows, draw the floor plan of a home. This could be your own home or someone else's, as long as it has all the rooms mentioned in the box. Label all the rooms in French. Colour each room following the colour guideline given.

la cuisine – rouge
le salon – vert
la salle de bain – jaune
la chambre à coucher – bleu
la salle à manger – noir
le garage – brun
la salle de récréation – rose

Check your answers in the Appendix, Section 2: Activity 1.8.

1.9

Now, if you were to advertise that house, how would you write an ad? What information do you need to include? Write your ad in the space here using any other ad in this section as a model.

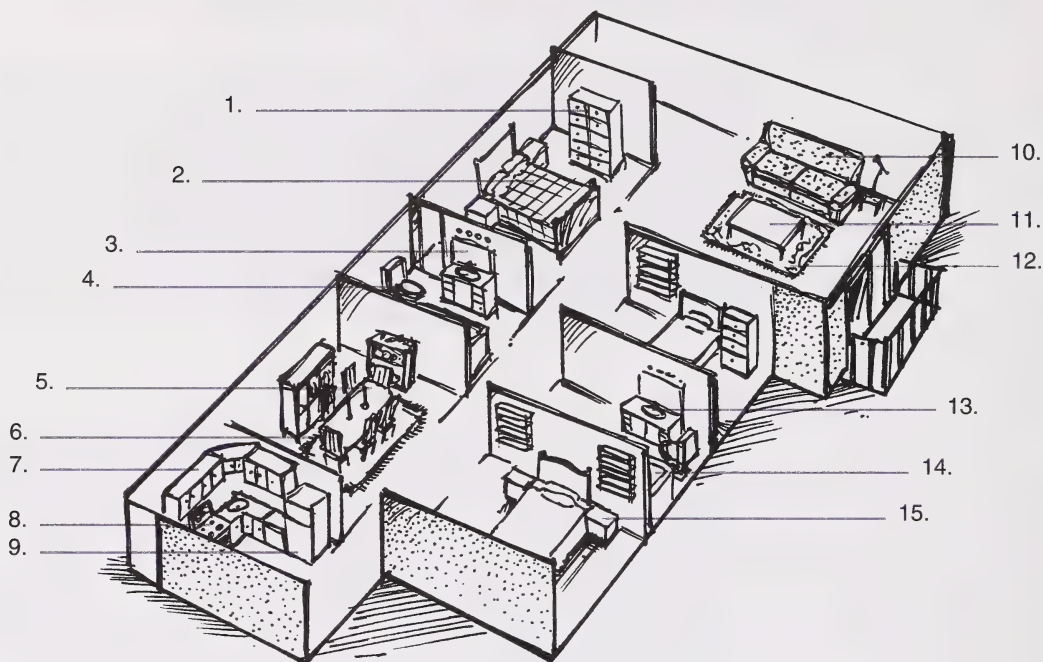
Check your answers in the Appendix, Section 2: Activity 1.9.

Vocabulary Flash!

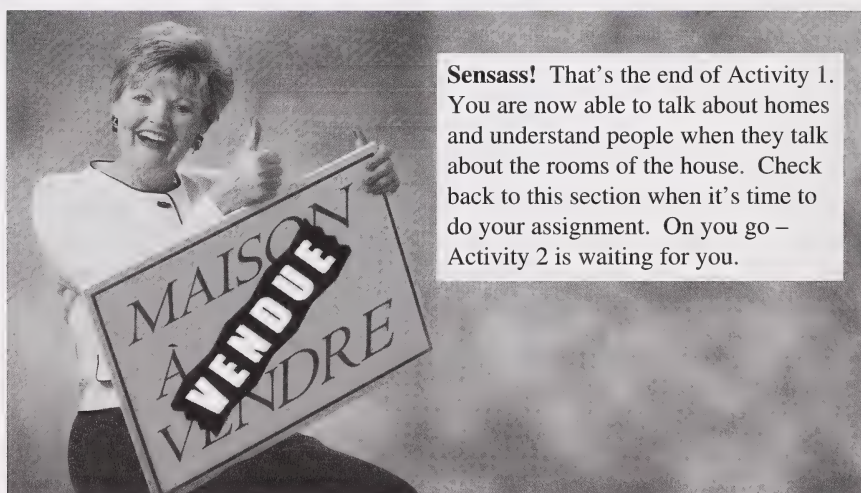
• les meubles	<i>the furniture</i>
• une table	<i>a table</i>
• une chaise	<i>a chair</i>
• un frigo/un réfrigérateur	<i>a fridge/a refrigerator</i>
• un poêle/une cuisinière	<i>a stove</i>
• une armoire	<i>a cupboard</i>
• un évier	<i>a kitchen sink</i>
• une machine à laver la vaisselle	<i>a dishwasher</i>
• un micro-onde	<i>a microwave</i>
• un sofa	<i>a couch</i>
• un fauteuil	<i>an armchair</i>
• une lampe	<i>a lamp</i>
• une table basse	<i>a coffee table</i>
• un lit	<i>a bed</i>
• une table de nuit	<i>a night table</i>
• une commode	<i>a chest of drawers</i>
• une penderie/une garde-robe	<i>a clothes closet</i>
• un tapis	<i>a rug</i>
• un tapis mur à mur	<i>a carpet</i>
• une télévision (une télé)	<i>a television (T.V.)</i>
• un stéréo	<i>a stereo</i>
• une machine à laver le linge	<i>a washing machine</i>
• un séchoir à linge	<i>a clothes dryer</i>
• une baignoire (un bain)	<i>a bathtub</i>
• une douche	<i>a shower</i>
• un lavabo	<i>a bathroom sink</i>
• une toilette	<i>a toilet</i>

1.10

In the cross section of this house, identify the furniture indicated in each room.



Check your answers in the Appendix, Section 2: Activity 1.10.



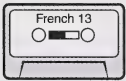
Activity 2: Les activités à la maison (Activities at Home)

When Lise and her family moved to Calgary, many things in their lives changed, like their home, friends, and neighbours. However, many things stayed the same. The things you do at home and the responsibilities you have probably don't change too much wherever you live. For example, Lise is still responsible for cleaning her room every Saturday. In this activity you will learn to talk and ask about things that you and other people do at home.

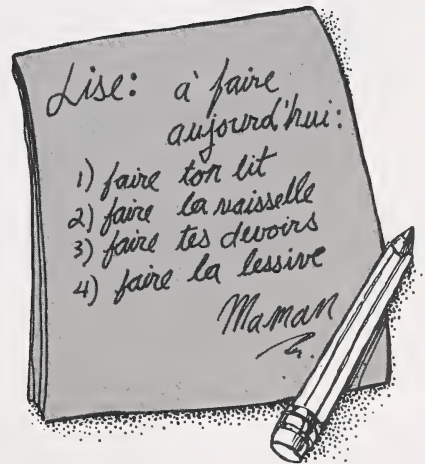
What kinds of things are you responsible for doing at home?

What kinds of things do you *like* to do at home?

2.1



Listen to tape segment 320 as Lise reads you the list of chores that her mother has left for her. As you listen, keep track of her chores by placing the number of the chore from the list in the corner of each picture. The first one has been done for you as **un modèle**.





Check your answers in the Appendix, Section 2: Activity 2.1.

Are Lise's chores similar to yours? How are yours different?

2.2

Look at what some other people do at home.

Turn to page 112 in your textbook, *Arc-en-ciel 1*. Listen to tape segment 321 as Patrick reads the story to his younger brother Fabien. After you have listened to the tape at least twice, answer the following questions. On page 113, the names of the people in the story are given along with their pictures. Use them to figure out who is doing what.



1. Qui fait la vaisselle? _____
2. Qui fait ses devoirs? _____

3. Qui fait un jeu vidéo? _____
4. Qui fait le lit? _____
5. Qui boit de la limonade? _____

Check your answers in the Appendix, Section 2: Activity 2.2.

How did you do? Remember, repeat the tape and re-read the story as often as you like.

Grammar Observation

Faire is a verb like the other action words you have used. **Faire** means many things depending on the context. Check your dictionary for a complete listing of its meanings. When you use **faire** as in the previous story, it means *to do*. **Qui fait...?** means *Who is doing...?*

Le verbe **faire** (to do)

Singular		Plural	
Je fais	<i>I am doing</i>	Nous faisons	<i>We are doing</i>
Tu fais	<i>You are doing</i>	Vous faites	<i>You are doing</i>
Il fait	<i>He is doing</i>	Ils font	<i>They are doing</i>
Elle fait	<i>She is doing</i>	Elles font	<i>They are doing</i>

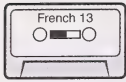
2.3

Exercise using the verb **faire**. Write in the space provided, the correct form of the verb **faire**.

1. Nous _____ beaucoup d'exercices en classe.
2. Ma mère _____ le ménage chaque samedi.
3. Qu'est-ce que vous _____ dans la cuisine?
4. Ils _____ trop de bruit dans la salle de jeux.
5. Je _____ mes devoirs dans ma chambre.
6. Comment est-ce que tu _____ cette lasagne délicieuse?

Check your answers in the Appendix, Section 2: Activity 2.3.

2.4



On tape segment 322 Pierre tells you what each member of his family is doing. As you listen, decide where in the house each person might be. If you are not sure what the rooms are called, just go back to Activity 1 of this section or turn to your Glossary at the beginning of the Appendix.

1. _____
2. _____
3. _____
4. _____
5. _____

Check your answers in the Appendix, Section 2: Activity 2.4.

2.5



Turn to page 113 in *Arc-en-ciel 1*. It's time to work with a partner. This is a fun activity because you will be pretending that you are one of the people in the story. You have to guess who your partner is by asking what he or she is doing. If you don't have a partner, telephone your distance learning teacher to play the other role.

Start by writing down who you have decided to be. For example, you might write down **la grand-mère de Pierre**. Now take turns asking your partner what he or she is doing:

- Tu fais la vaisselle?
- Tu fais tes devoirs?
- Tu fais un jeu vidéo?
- Tu fais ton lit?
- Tu bois de la limonade?

Your partner answers **oui** or **non**. Then he or she asks you the questions and you answer.

Did you guess who your partner was? _____

Oui? Bon.

Infer what **tu fais** means. Remember, **faire** means *to do* and **tu** means *you*. Right. You probably guessed correctly that **tu fais** means *you do* or *you are doing*.

2.6

So far in this activity you have been introduced to French terms for several new activities. Place a ✓ next to the following activities if you understand what they mean:

- ☐ faire la vaisselle
- ☐ faire des devoirs
- ☐ faire un jeu vidéo
- ☐ faire le lit

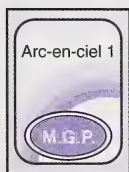
Félicitations! You know you can use your dictionary, or ask someone who speaks French to find out how to express other activities in French.

Of course, there are other things people do at home. Think of some others and list them here.

Find out what words are used to express those activities in French.

Check your answers in the Appendix, Section 2: Activity 2.6.

2.7



Open *Arc-en-ciel 1* to page 114. Fabien is telling Patrick a story with the help of his dolls' house. Listen to tape segment 323 and figure out which character is doing what.

After you have listened to Fabien a couple of times, do question 4 on page 114 of the text. Decide if the statements are **vrai** (true) or **faux** (false) based on the story, and circle the appropriate letter.

Textbook question 4:

- V F a. La mère fait la vaisselle.
- V F b. Le père fait la lessive.
- V F c. Le frère de Pierre écoute un walkman.
- V F d. La grand-mère de Pierre regarde la télévision.
- V F e. Pierre range ses affaires.

Check your answers in the Appendix, Section 2: Activity 2.7.

Wow! You've just heard new words for four different activities in French. Your vocabulary is growing. Place a ✓ next to those you know you understood. If you are not sure of some of them, listen to the activity again!

☐ faire la lessive

☐ regarder la télévision

☐ écouter un walkman

☐ ranger ses affaires

Are there other activities that have not been mentioned that you do at home?

How would you say them in French?

If you are not sure, you can use your dictionary to find out or you can ask someone who speaks French.

2.8



In your textbook, turn to question 6 on page 115. Match the drawing with the sentence from the list of chores by writing the letter representing the picture next to the number in the chart.

Textbook question 6:

Ma journée		La journée de ma grand-mère	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Check your answers in the Appendix, Section 2: Activity 2.8.

So far you have learned how to say in French several of the things you do at home. Do you do these chores every day? Only on **Saturdays (le samedi)**? Never (**jamais**)? Sometimes (**quelquefois**)?

2.9

Below you will find a list of things to do, but first here are four useful expressions to indicate how frequently things happen.

- **toujours**
- **tous les jours**
- **quelquefois**
- **jamais**

The first one, **toujours**, is for things you *always* do; **tous les jours** is for things you do *every day*; **quelquefois** is for things you do *sometimes*; and **jamais** is for things you *never* do.

Complete each sentence with the expression that indicates how frequently you do these things.

Je fais mon lit _____.

Je fais mes devoirs _____.

Je fais la vaisselle _____.

J'écoute mon walkman _____.

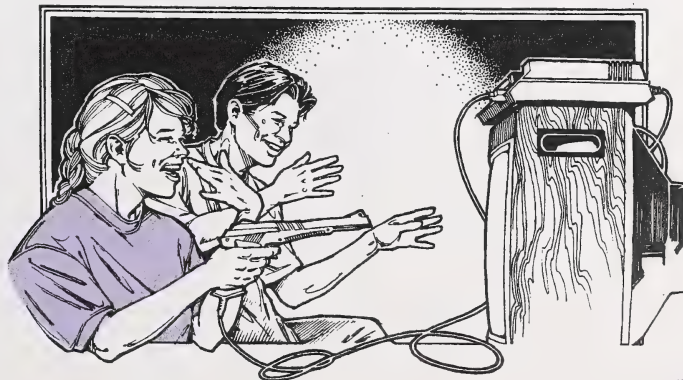
Je regarde la télévision _____.

Je fais des jeux vidéo _____.

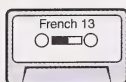
Je joue de la guitare _____.

Je danse sur la table _____.

Did you notice the **je** forms of these verbs? How did you guess their meanings? What skills did you use?



2.10



Listen to tape segment 324 as Sophie, Patrick, and Jean talk about how often they do all these activities. For each activity write the initial of the person in one of the three columns. **Bonne chance!!**

	tous les jours	quelquefois	jamais
fait des jeux vidéo			
écoute son walkman			
fait ses devoirs			
fait son lit			
danse sur la table			
mange des hamburgers			
regarde la télé			
fait la vaisselle			
joue de la guitare			
range ses affaires			

Check your answers in the Appendix, Section 2: Activity 2.10.

Superbe! You have completed Activity 2! You now know how to talk about many of the things people do at home. Give yourself another pat on the back! Now on to Activity 3.

Activity 3: Les amis (Friends)

Moving to a new place means making *new friends*, **les nouveaux amis**, as well as saying good-bye to *old ones*, **les vieux amis**. When Lise moves to Calgary she is faced with the excitement of meeting new friends her age. For Lise, having friends is very important. Almost everyone feels that way about **les amis**. If you turn on your radio, chances are you will eventually hear a song about **les amis**. There are lots of poems about **les amis**. We even have different kinds of **amis**. There are *good friends* – **les bons amis**, *fair weather friends* – **les amis des beaux jours**, and *loyal friends* – **les amis loyaux**. Having **les amis** means having people with whom you can do things, share things, and be yourself. In this activity you are going to learn to describe **tes amis** (*your friends*) and to ask what someone is like in French. You will also learn to talk in French about the things you do with **tes amis**.

3.1

Are **les amis** important to you? Why or why not?

Mes amis are *my friends*. Guess what **tes amis** are. _____ Right!
Tes amis are *your friends*. Good inferencing.

1. Name one of **tes amis**. _____

2. What kinds of things do you and **tes amis** like to do?

3.2



Your favourite radio station and local newspaper have a new contest called “**Qui est-ce?**” You’re going to listen to an episode of it on tape segment 325. You’ll hear the description of a famous person. To help you recognize the famous person and win the contest, read the description from the newspaper. There are several words used to describe this person which you might recognize. As you listen and read, underline those words which look familiar. As you learned in Module 1, they are called *cognates*.

Voici une vedette de hockey. Il est canadien. En 1992 il joue au hockey avec les Kings de Los Angeles. Il est riche, fameux, sportif, et marié. Son numéro, c’est le 99. Qui est-ce?

Il s’appelle _____.



Wayne Gretzky est un célèbre joueur de hockey.
 En 1999 il annonce sa retraite.

How many cognates did you find? _____

Check your answer in the Appendix, Section 2: Activity 3.2.

3.3

When you are describing what people are like, you use words that are known as *adjectives*. If you want to describe someone in French, how do you go about finding adjectives that suit them?

Wow! By now you must realize how important a dictionary is in learning a second language. Remember that dictionary entries can be very confusing if you don't know how to read them properly. You've already had practice reading dictionary entries for verbs and nouns.

How do you find *adjectives* in the dictionary? Suppose you want to say that your friend is *spoilt*. Look at the following dictionary entry.

spoilt [spoil] **1** *pret, ptp of spoil*. **2** *adj (a)* (V spoil 3a, 3b). abîmé; gâté, gâché; ballot paper nul. **(b)** *child etc gâté; desire, refusal d'enfant gâté*.

What is the French word for the adjective *spoilt* when it is used to describe a person?

Oui! The word is **gâté**.

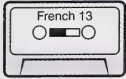
Grammar Observation

In French there are both *masculine* and *feminine* forms of adjectives. If your spoilt friend was a guy, you would say in French, “**Il est gâté.**”

If your friend was a girl, you would have to say, “**Elle est gâtée.**”

Just the way you use **mon, ton, son, le**, and **un** for masculine nouns, you also use masculine adjectives to describe these nouns. And just as you use **ma, sa, ta**, and **une** for feminine nouns, you use the feminine forms of adjectives to describe these nouns.

¹ From *The Collins Robert French-English Dictionary*, © 1978, 1987, William Collins Sons and Co. Ltd. and La Société du Nouveau Littre Dictionnaire le Robert.

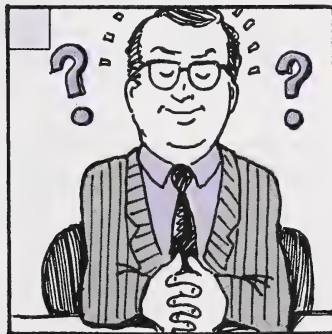
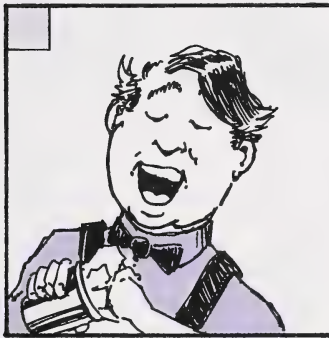


Ton ami, Georges, describes *ses amis* to you on tape segment 326.

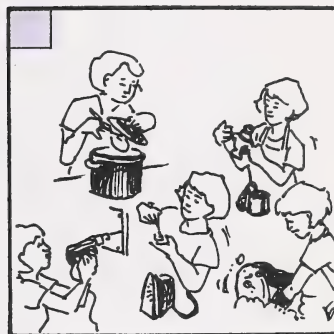
Follow along with the pictures as you listen to the descriptions of his friends. Listen specifically for the adjectives used to describe each person and how the masculine form of the adjective is usually different from the feminine form of the adjective.

Place a ✓ in the corner of each illustration as you hear it described on the tape.

Écoute bien!







Listen as often as you like. In fact, it would be a good idea to listen to the tape segment at least twice to familiarize yourself with the adjectives used to describe each person.

Sensass! You have just become more familiar with *twenty* new adjectives.

3.4

Look through the list here and circle those adjectives you feel you understand.

bavard	bavarde	fort	forte
intelligent	intelligente	ennuyeux	ennuyeuse
marrant	marrante	pénible	pénible
travailleur	travailleuse	timide	timide
paresseux	paresseuse	énervant	énervante
amusant	amusante	drôle	drôle
sympa	sympa		

Isn't it interesting how so many adjectives are cognates or are related to English words you know? Which of the adjectives listed do not change forms from masculine to feminine?

Check your answers in the Appendix, Section 2: Activity 3.4.

Did you notice the difference in sound at the end of the masculine and feminine forms of the same adjectives? If not, you may want to listen again.

3.5

These adjectives are used again in your textbook. You are now ready to turn to page 86 of *Arc-en-ciel 1*, to see why Monsieur Alphonse is firing several of his employees. Read in your textbook about *L'Oie d'Or* nightclub and the people who work there. If you have a partner, each of you can take one role and read aloud.

1. After you have read the conversation of Monsieur Alphonse and Monsieur Tabard, make a list of all the adjectives they use to describe people.





2. Still using page 86 of your textbook, answer the following questions by stating what people are like.

Modèle: Comment est Juliette?

Elle est marrante.

- a. Madame Perez et Madame Simon, comment sont-elles?

- b. Comment est Christophe?

- c. L'orchestre, comment sont-ils?

- d. Jean et François, comment sont-ils?

- e. La secrétaire, comment est-elle?

- f. Julien le barman, comment est-il?

- g. Comment est Florence?

3. Monsieur Alphonse did fire some of the people who work at the nightclub. Make a list of the people he probably fired and give the reason why for each.

Modèle: • *Julien – paresseux (lazy)*

- _____
- _____
- _____

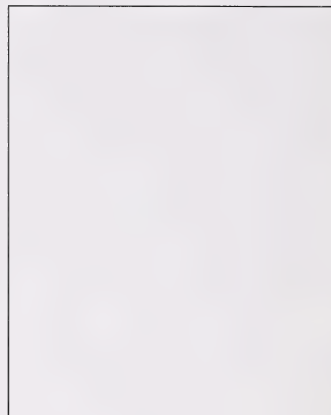
Check your answers in the Appendix, Section 2: Activity 3.5.

3.6

What verb or action word do you use to describe what someone is like? _____
You use the forms of **être**, *to be*.

Georges wants to know more about **tes amis**. Now it's time for you to describe one of **tes amis** here.

1. Tell at least five things about one of your friends. Include a photo or drawing too.



Have your parents ever asked you about **tes amis**, or what they are like? How do you answer?

Oral Assignment

Use adjectives to describe a friend in French. Prepare a paragraph of at least **five** sentences describing a friend. You will be expected to read your paragraph to your teacher.

2. If you have a French facilitator, complete this task with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point and ask to speak to a French teacher.

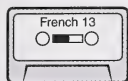


3.7



Parents are usually interested in finding out about **les amis** you hang around with. Turn to page 87 in your textbook. Sarah's mother wants to know how she is doing at school and what **ses nouveaux amis** are like.

Turn on your cassette recorder and listen to tape segment 327 as Madame Jacobs asks Sarah about **ses amis** and Sarah tells her about them.



Now Sarah is describing **ses nouveaux amis** to **son père**. Listen to tape segment 328 as a description of each friend is given. Write down her description of each person.

1. _____
2. _____
3. _____
4. _____

Check your answers in the Appendix, Section 2: Activity 3.7.

3.8

By now you should have a pretty good idea of what Patrick, Katya, Sophie, and Jean are like.



À qui est-ce? Look at their report cards on page 87 of *Arc-en-ciel 1* and figure out which report card belongs to which person in textbook question 3. If you are not quite sure of some words, remember you can always look in the Glossary or dictionary, or ask someone who speaks French.

Textbook question 3:

Report Card A: _____

Report Card B: _____

Report Card C: _____

Report Card D: _____

Check your answers in the Appendix, Section 2: Activity 3.8.



3.9

Grammar Observation

So far you have learned to say what people are like – you have been doing that by using a certain verb in French – the verb **être**. **Être** means *to be*. So when you want to say what people *are*, you must use this verb. Unfortunately, **être** doesn't follow a common pattern, and its forms simply must be learned. Fortunately, this is easy to do. All it requires is spending a few minutes focusing on the verb and then quizzing yourself about its forms. Then you will be able to use it. **Être** has the following forms:

Le verbe **être** (*to be*)

Singular		Plural	
Je suis	<i>I am</i>	Nous sommes	<i>We are</i>
Tu es	<i>You are</i>	Vous êtes	<i>You are</i>
Il est	<i>He (it) is</i>	Ils sont	<i>They are (masculine)</i>
Elles est	<i>She (it) is</i>	Elles sont	<i>They are (feminine)</i>

Suppose you wanted to describe someone by saying what they are *not*. We do that quite often. For example, you might say “*She isn't very tall*” or “*He's not funny*.” You know how to do this perfectly well in English. To say something in the negative in French, you use the negative expression **ne...pas**. Now what goes between the **ne** and the **pas**, you ask? Well, the verb, of course! You are making a verb sandwich.

the subject + **ne (n')** + verb + **pas** ... rest of the sentence

So, in French, how do you say, “Julie is **not** lazy”?

If you said “**Julie n’est pas paresseuse**” you are perfectly right! Now, you might be asking why it is **n’est**, rather than **ne est**. That’s because you can’t have two vowel sounds together in French. It’s just too difficult to say. To make things easier, you make a contraction which is something you do often in English, *don’t* you?



Nadine’s teachers have written some comments on her report card. You can see a copy of it on page 88 of *Arc-en-ciel 1*. Read through the comments for each subject area. Now listen to the interview on tape segment 329. Decide whether each statement given in textbook question 4 is **vrai** or **faux** by circling **V** or **F**.

Textbook question 4:

- V F** 1. Elle n’est pas forte en anglais.
- V F** 2. Elle est forte en histoire.
- V F** 3. Elle est forte en maths.
- V F** 4. Elle est forte en dessin.
- V F** 5. Elle n’est pas forte en musique.

Check your answers in the Appendix, Section 2: Activity 3.9.

3.10

Working with the negative! Answer the following questions in the negative.

Modèle: Est-ce que tu as des cousins? *Non, je **n’ai pas** de cousin.*
 Est-ce vous parlez à vos amis? *Non, nous **ne** parlons **pas** à nos amis.*
 Est-ce qu’il est paresseux? *Non, il **n’est pas** paresseux.*

1. Est-ce que c’est une photo de ta mère?

2. Est-ce que tu aimes les maths?

3. Est-ce que vous aimez faire du ski?

4. Est-ce qu'ils font leurs lits?

5. Est-ce qu'elle est travailleuse?

6. Est-ce que vous regardez la télévision?

7. Est-ce que ton frère aime les jeux vidéo?

8. Est-ce que vous êtes fort?

9. Est-ce que tu habites à Edmonton?

10. Est-ce qu'elle range ses affaires?

Check your answers in the Appendix, Section 2: Activity 3.10.

Félicitations! Tu as fini Activité 3! Now you know how to describe people and ask what people are like in French! You have made a lot of progress in French. Just look over the work you have done so far.



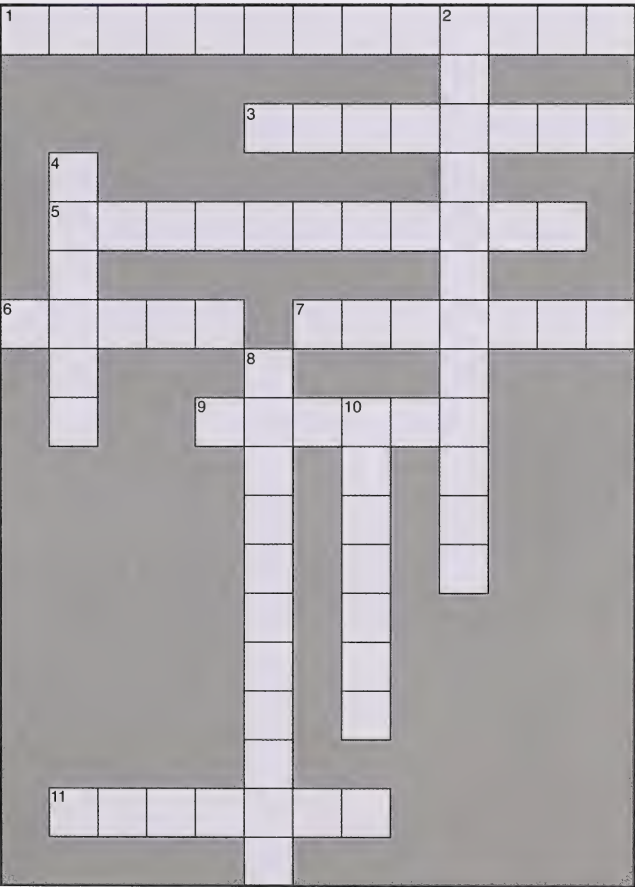
Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

As the Maisonneuves are looking through the *Calgary Herald*, they come across a bilingual crossword puzzle. The clues are in English but the answers are in French. Fill in the blanks with the French words that match the clues.

La Maison



Across

- 1. *ground floor*
- 3. *stairs*
- 5. *apartment*
- 6. *living room*
- 7. *bedroom*
- 9. *house*
- 11. *kitchen*

Down

- 2. *dining room*
- 4. *garage*
- 8. *bathroom*
- 10. *basement*

Check your answers in the Appendix, Section 2: Extra Help 1.

Extra Help 2

Remember when you learned to describe people in French? Write in French the word used to describe each person after you have read what Agnes and Marc say about their friends.



1. Valérie _____
2. Thierry _____
3. Stéphane _____
4. Marie-Claire _____

Check your answers in the Appendix, Section 2: Extra Help 2.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Assessment and Profiling* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Extra Help 3

Jean and Patrick are staying with friends in Peace River. Read their letters and indicate who you think is having a better time.

Lundi 20 mai.

Salut!

Jean-Pierre est très sympa. Il aime les animaux et le sport. Il est bavard. Il a deux sœurs. Elles sont vraiment intelligentes. Ses parents sont marrants.

Amitiés,

Jean

Samedi 1^{er} avril

Salut!

Isabelle est vraiment moche. Elle est pénible. Elle n'aime pas la musique et elle n'aime pas le sport. Son frère est marrant mais il est énervant. Ses parents sont ennuyeux.

Amitiés

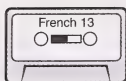
Patrick

Who is enjoying himself more?

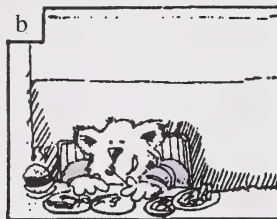
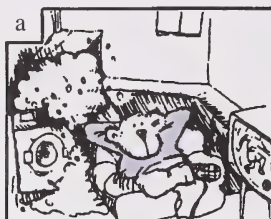
Check your answer in the Appendix, Section 2: Extra Help 3.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Extra Help 4



In this section, you learned to talk about what people are doing. In this activity, Ted is talking about what he does. Listen to tape segment 330 and match the pictures with the descriptions.



Write the letter of the picture which goes with each of Ted's descriptions.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Check your answers in the Appendix, Section 2: Extra Help 4.

Enrichment 1

Fill in the blank speech bubbles in the cartoon that follows with what you think Dominique is telling her friend Stéphanie about Olivier.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Assessment and Profiling* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.



Check your answers in the Appendix, Section 2: Enrichment 1.

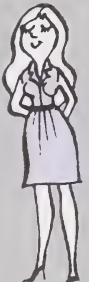
¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Enrichment 2




You are the host of the television show “**Rendez-vous mystère**” (“*Blind Date*”). Your partner is the contestant who wants to go on a blind date. You have cards showing the hopeful candidates for the blind date. Answer your partner’s questions about them. He or she must then choose one of them and only then can you reveal the lucky candidate. If you don’t have a partner, read all the cards out loud; then go on to Enrichment 3.

Girls




1

Véronique (15 ans)
Travailleuse. Aime les chats et la musique. N’aime pas le sport. Matière préférée: la géographie.



2


Béatrice (14 ans)
Intelligente. Aime le sport et les ordinateurs. N’aime pas les chiens. Matière préférée: les maths.



3


Hélène (15 ans)
Paresseuse. Aime les bonbons et la musique pop. N’aime pas la biologie. Matière préférée: l’anglais.

Boys




1

Romain (15 ans)
Un peu timide. Aime les chiens et la musique. Déteste le football. Matière préférée: l’anglais.



2

Arnaud (14 ans)
Bavard. Aime le sport (le football), la télé et les jeux vidéo. N’aime pas l’école.



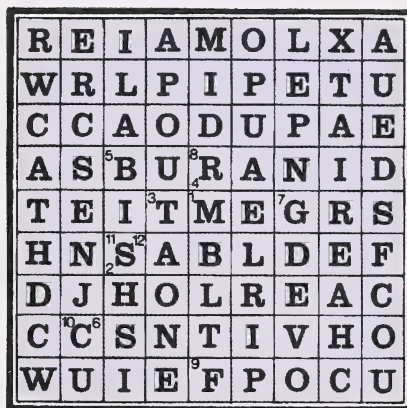
3

Thierry (13 ans)
Intelligent. Aime le vélo et les ordinateurs. N’aime pas la musique pop. Matière préférée: les maths.

Check your answers in the Appendix, Section 2: Enrichment 2

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

In this section, you have learned a lot of vocabulary for around **la maison**. The following puzzle requires you to find the word for each numbered drawing by starting off with the number and letter given, and following the direction of the arrows to complete the word. Then use the words to label the pictures.



1. **M** →


2. **S** → ↘ ← ↓

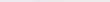
3. **T** ↓ → → ↑

4. $\textcircled{R} \rightarrow$ 

5. **(B)** → → ↘ ↑ ↑

6. © 

7. **G** 

8. (R) 

9. **F** ← — — — — — ↓ — — — — — ↗ — — — — — ↘ — — — — — → — — — — —

10. **C** 

[illegible]

12. Ⓢ →



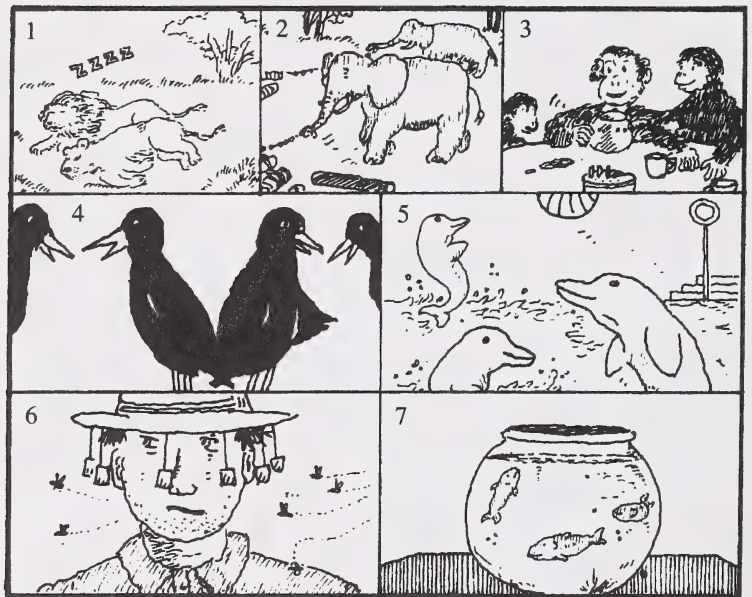
1

French 13

Enrichment 4

Comment sont les animaux? Look at the pictures of the animals which follow and decide which phrase describes each animal best. Then write the number of one of the pictures in the blank before each phrase.

- | | |
|------------------------------|--------------------------|
| _____ Ils sont intelligents. | _____ Ils sont marrants. |
| _____ Ils sont paresseux. | _____ Ils sont forts. |
| _____ Ils sont bavards. | _____ Ils sont ennuyeux. |
| _____ Ils sont pénibles. | |



Check your answers in the Appendix, Section 2: Enrichment 4.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Conclusion

Be proud. You have done lots of hard work and it is paying off. You have now completed the second section of Module 3. You have learned to talk about your home and the things you do at home and to describe your friends in French. **Sensass!** You are ready to do the assignment. Do the best you can—it's your opportunity to demonstrate what you have learned. **Bonne chance!**

Now turn to your Assignment Booklet 3A
and complete the assignment for Module 3: Section 2.

Section

3

Les francophones (Francophones)



In this section you are going to learn about French-speaking people in your town, in Alberta, and in the world. Do you know any francophones? Where do they live? You will learn where francophones are found in Alberta and in the world. You will also learn a little of the history of French settlement in Alberta. Your final assignment for this section will be to interview a francophone person from your community.

Activity 1: Les franco-albertains (Franco-Albertans)

There are many towns in Alberta that were established by francophones. In fact, French was the first European language spoken in Alberta. What other European languages can you think of that are spoken in Alberta?

In your town, or area, are there people who speak a language other than English?

What other languages are spoken in your town?

Family names sometimes give you a clue as to a person's heritage and language. Can you think of a good place to find out what countries people in your town are from?

Oui, oui, oui! The telephone book is a super place to start.

1.1

Get out your telephone book and start looking through it. Do you see any names that you think sound French? Write them here and check with your learning facilitator or distance-learning teacher.

This whole section focuses on francophones. What do you suppose a *francophone* is?

If you said that a francophone is someone whose first language is French, you are right!

Do you know anyone who is a francophone?

Perhaps you might know someone whose grandparents or great-grandparents were French. Sometimes when people live in a place where their first language is not spoken much, they lose their language because they do not have enough opportunities to use it.



Sometimes people lose their native language because they don't value it or have been taught not to value it by the society around them. Because you are taking this course, it is likely that *you do* value languages.



Languages broaden your horizons and bring more opportunities into your life. Just imagine how many more people you are capable of communicating with if you speak another language. This gives you access to other cultures. What an educational opportunity! There are also more jobs available for bilingual people.



travel agent



lawyer



interpreter



translator



flight attendant



tourist guide

Languages are powerful!

1.2

You probably know that Canada is a *bilingual* country.

1. What does *bilingual* mean?

Bi means *two* and *lingua* means *language*. This means, of course, that Canada has two official languages—English and French. Remember, though, that even with our two official languages, people in Canada speak languages from all over the world—including many aboriginal languages.

2. Can you think of other words that begin with *bi*?

3. The word *bicycle* is a good example. How would you explain what that word means?

You see, all languages have *patterns*. This is just one small example of a pattern that exists in English.

Check your answers in the Appendix, Section 3: Activity 1.2.

1.3

When people settle in an area, they tend to follow a pattern, too. When francophones originally moved to Alberta, they tended to settle together or near each other. People usually do this in order to create a community where they can share, work, and have fun together. In Alberta there are many francophone communities.

Look at the map of Alberta that follows. Where is your community located? Put it on the map. Now list at least five French communities.

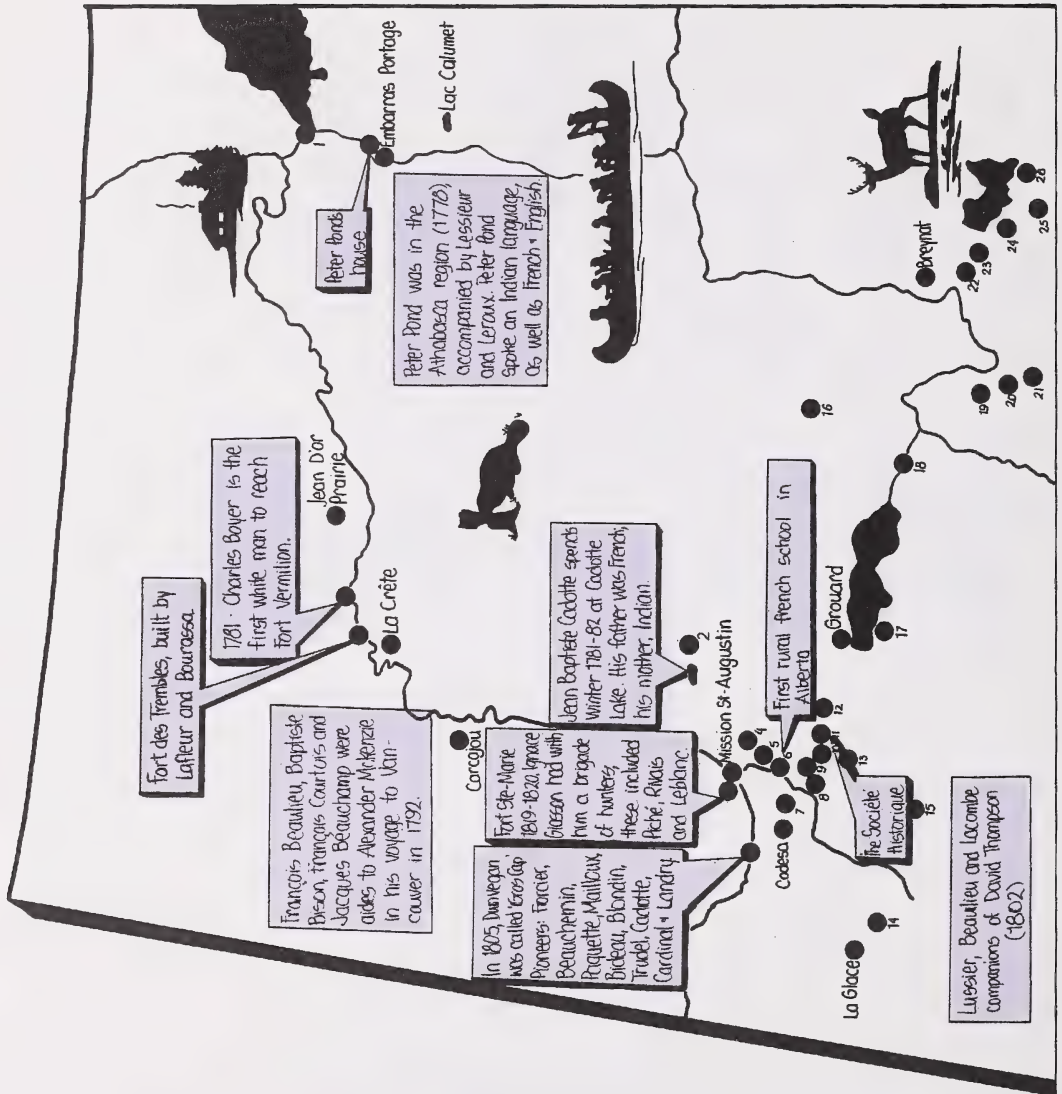
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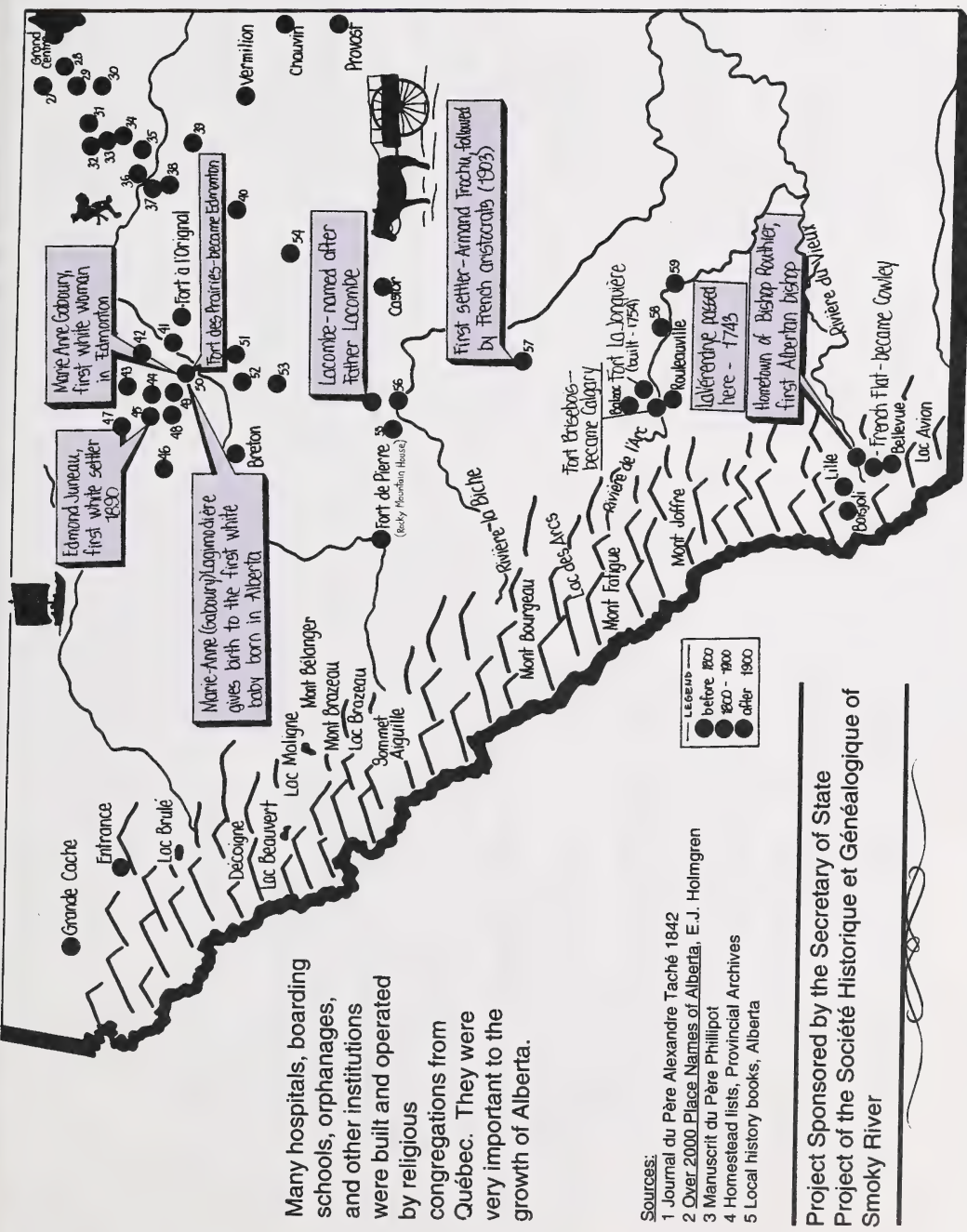
Are any of these communities near you?

Which one is closest to you?

You will notice that historical information about each community follows the map. You can look up any community you want according to number.

Yes, the *FRENCH* were here...





Many hospitals, boarding schools, orphanages, and other institutions were built and operated by religious congregations from Québec. They were very important to the growth of Alberta.

- Sources:
- 1 Journal du Père Alexandre Taché 1842
 - 2 Over 2000 Place Names of Alberta, E.J. Holmgren
 - 3 Manuscript du Père Philpott
 - 4 Homestead lists, Provincial Archives
 - 5 Local history books, Alberta

Project Sponsored by the Secretary of State
Project of the Société Historique et Généalogique of
Smoky River

FRENCH – the first European language spoken in Alberta.

¹ Reproduced with permission of la Société historique et généalogique de Smoky River. Poster-sized copies of this map are available in French and English and may be purchased from the Société historique, C.P. 224, Donnelly, AB T0H 1G0.

1. Fort Chipewyan – French missionaries help the Montagnais since 1642
2. L'Hirondelle – named after the first settler
3. St. Augustin Mission – orphans looked after by French religious congregations
4. St. Isidore – francophone village famous for its crafts and winter carnival
5. Marie-Reine – francophone village
6. Jean-Côté – named after Senator Jean Léon Côté
7. Tangent – In 1929, Father Hamelin arrived with the first settlers—francophones.
8. Girouxville – named after Father Henri Giroux; site of a magnificent museum
9. Dréau – named after Father Jean-Marie Dréau
10. Falher – named after Father Constant Falher; honey capital of Canada
11. Donnelly – 1912 – arrival of the first settlers in this region; Mrs. Marie-Anne Leblanc-Gravel, first white woman
12. McLennan – first settler: Maurice Giroux. The Giroux family owned the first store (1914).
13. Guy – named after Bishop J. Guy
14. Grande Prairie – French name given by workers of the Northwest Company
15. Calais – named after Father Calais; mission established circa 1880
16. Desmarais – named after Father Desmarais
17. Joussard – named after Bishop Jousard
18. Saulteaux – French name of an Indian Band
19. Lahaieville – 1908, first settlers: Lahaie, Barrett, and Major
20. Lac Baptiste – named after Baptiste Mageau, early settler
21. Gourin – named by Joseph Ulliac, first settler (1914)
22. Donatville – founded in 1906 by Donat Gingras, followed by francophones
23. Plamondon – named after the Plamondon family

24. Lac La Biche – mission founded soon after Lac Ste. Anne and St. Albert
25. Grandin – named after Bishop Grandin, first Bishop of St. Albert
26. Normandeau – named after Father Joseph André Normandeau
27. La Corey – first settlers: Brassard, Dansereau, and Roux (1911)
28. Fort Kent – (1910) founded by francophones from New Brunswick
29. Bonnyville – named after Father Bonny (1908); first settlers: Bellemare, Lauzon, Ouimet, and Poulin
30. Gurneyville – stopping point between Vegreville and Cold Lake; first teacher: Mrs. Willie Michaud
31. Therien – named after Father Therien
- 32.– Malliaig and St. Vincent – (1907) first settlers: Bernard, Brosseau, Desjarlais, Dumont, Fortier, Garneau, Gourin, Langevin, Larivière, Leroux, Limoges, Martin, Mercier, Normand, Parler, Puitras, and Renaux
33. Morinville – named after Father J. B. Morin; first settlers: Boissonneault, Beaulieu, Houle, L'Abbé, Riopel, and Tellier (1890)
34. St. Paul – founded by Father Lacombe (1869). The 'Blés D'Or' dancers are recognized internationally.
35. Lafond – 1915, mass said by Father Hamelin
36. Foisy – named after an early settler of the region
37. Brosseau – named after Jos. Brosseau (1902)
38. Duvernay – 1905, first settlers: Bernier, Béland, Bergeron, and Paradis
39. Beauvallon – first settler: François Adam, land surveyor and graduate of a university of France
40. Vegreville – first settlers (francophones) arrived from Kansas; began as a French community
41. Lamoureux – named after a pioneer family (1872)
42. Bon Accord – 1892, first settlers: Goddard and Bibaud
43. Legal – named after Bishop Legal
44. Morinville – named after Father J. B. Morin; first settlers: Boissonneault, Beaulieu, Houle, L'Abbé, Riopel, and Tellier (1890)

45. Rivière-qui-Barre – French name translated from an Indian name; first settlers came from Kansas (Como, Constantin, Caron)
46. Lac Ste. Anne – first mission in Alberta; chapel blessed by Father Bourassa (1852)
47. Lac La Nonne – 1904, first settlers: Como, Cyre, and l'Hirondelle
48. Villeneuve – named after an early settler (circa 1890)
49. St. Albert – named after Father Lacombe; first baby born in St. Albert: Albert Chevnigny
50. Edmonton – In 1870, 60 percent of the population was francophone; the first school in the separate school board was a French school.
51. Beaumont – 1885, named by Jean Royer
52. Leduc – named after Father Hippolyte Leduc (1895); first settlers: Bellerose, Chartier, Drouin, Laframboise, and Morissette
53. Millet – named after August Millet, fur buyer
54. Camrose – 1893, arrival of the Bourque, Laboucane, Gervais, and Dumont families
55. Sylvan Lake – first settlers: Faucher, Fortier, St. Pierre, and Armenault (1890)
56. Red Deer – Many of the early settlers were francophone.
57. Trochu – Mrs. deBeaudrap, first white woman in the region
58. Gleichen – Victor Beaupré, first settler
59. Bassano – named after the 'Marquis de Bassano'

From the map you can tell that francophones have been in Alberta for a very long time. In fact, the town of Morinville celebrated its centennial in 1991. Can you find Morinville on the map?



Right! C'est le numéro quarante-quatre (44).

1.4

It's time to play **"Franco-Albertan Trivia."** The local French radio station is having a call-in game show to test your knowledge of francophone history in Alberta. Luckily, you are at an advantage because you have the previous map to help you! Refer to it to answer the following questions.

1. Who was a trilingual fur trader in the Athabasca region?

2. Where was the first French rural school in Alberta?

3. What was the original French name for Calgary?

4. What was the original French name for Edmonton?

5. Who was the town of Morinville named after?

6. Name two of the founding families of Morinville.

7. a. What kind of people are most Franco-Albertan towns named after?

b. What religion do you think most Franco-Albertan settlers were?

Check your answers in the Appendix, Section 3: Activity 1.4.



1.5

In the summer of 1991, one of the original founding francophone families of Morinville celebrated the 100th anniversary of its arrival in Alberta. That family was the Boissonnault family. The descendants of the original settlers came from far and wide for this huge **réunion familiale**.

How many Boissonnaults now live in Morinville?

MORINVILLE 116	
Boddez F	555-5555
Boddez G	555-5555
Boddez G	555-5555
Boddez H	555-5555
Boddez K	555-5555
Bodnar A	555-5555
Boekenfoehr C	555-5555
Boekholt R	555-5555
Bohning Y	555-5555
Boissonnault A	555-5555
Boissonnault A	555-5555
Boissonnault A	555-5555
Boissonnault B	555-5555
Boissonnault C	555-5555
Boissonnault C	555-5555
Boissonnault E	555-5555
Boissonnault F	555-5555
Boissonnault G	555-5555
Boissonnault H	555-5555
Boissonnault L	555-5555
Boissonnault N	555-5555
Boisvert A	555-5555
Boisvert C	555-5555
Boisvin D	555-5555
Bojechko F	555-5555
Bokenfohr U	555-5555
Bokenfohr X	555-5555

Have you ever had a **réunion familiale** (*family reunion*)? _____

The Boissonnaults sure did! Their reunion was enormous. Descendants of the original pioneer settlers came from all over Canada for this once-in-a-lifetime event. Of course this Franco-Albertan event made the newspapers.

Read the following newspaper article which tells you about the Boissonnault reunion in detail. How good are you at finding information? Test your skills by answering the questions afterwards.

Wall-to-wall Boissonnaults in Morinville

Family reunion draws 350 people

MARINA JIMENEZ
Journal Staff Writer

Morinville

A family older than Alberta and more united than the country wine and dined one another at a weekend centennial party in Morinville.

Sporting family emblem lapel pins and name tags, 350 members of the Boissonnault family gathered in a local hall, some meeting each other for the first time.

The reunion, three years in the planning, was the brain-child of Romeo Boissonnault. His great-grandfather, Noel, was the first of the clan to arrive in Morinville in 1891.

"The biggest thrill I got today is to have the family back together. You have to have unity to be able to survive," said the 57-year-old Morinville development officer, estimating there are about 100 Boissonnaults living in the town.

There are 12 generations of Boissonneau, Boissonneault, Boissonnault, Boissonault and Boissonneau dit Saintonge at the reunion.

Family representatives from every province except Newfoundland and Nova Scotia turned out, including an Ontario nun.

There were a few surprises in store as some guests realized for the first time that old faces were blood relatives.

Monique Sedgwick, Boissonnault's youngest daughter, caught a glimpse of Edmonton seamstress Jeanne Marcinko, who made her wedding dress.

"This gives you a sense of continuity and makes you realize this family is flourishing," said Monique, who is expecting her first child.

And Randy Boissonnault saw his old high school teacher Doug Stuart in the crowd.

"It's really strange to see him here," said the U of A student council member.

"I'm a history major so it's awesome to learn about family history."

A 12- by 20-foot family tree hanging in the back of the hall traced the Boissonnault genealogy back to the early 1600s, when Vincent Boissonneau dit Saintonge left France and sailed to the St. Lawrence River in Quebec.

Boissonnault's wife, Rogelle, spent three years researching and collating a book on the history of all the Boissonnault families in Morinville.

She also wrote to 135 families outside Alberta with the Boissonnault name.

Claudette and Claire, sisters living in Ontario, were two of the many who responded.

From there, Rogelle drew up a party list and the idea for a reunion was born.

The Boissonnaults are family-oriented and love to sing, Romeo said.

Evening festivities included a pot-luck supper and a sing-a-long.

Hormidas Boissonnault, at 80 the oldest family member, held six-week old Noelle Byer and reminisced:

"This makes me feel young again. It's a gathering I've been looking forward to for a long time."¹

¹Marina Jimenez, "Wall-to-Wall Boissonnaults in Morinville," *The Edmonton Journal*, 7 July 1991, A1-A2. Reprinted with permission of *The Edmonton Journal*.

1. Where did the Boissonnaults originally come from?

2. When did they come to Canada? When did they arrive in Alberta?

3. Approximately how many descendants attended this reunion?

4. What kind of festivities took place at the reunion?

Check your answers in the Appendix, Section 3: Activity 1.5.

Why do you think people celebrate their families?

Everyone is related to someone, yet we are all unique individuals. Whether we share a common language, last name, or love of music, people are connected. When you learn another language, you forge connections with more and more people. *That's fun! C'est le fun!*



1.6

French is the mother tongue of one in four Canadians. Francophones can be found anywhere in Canada. As you have just learned, Alberta has many communities with large francophone populations. This is true of other provinces as well.

Francophones in Canada



1. In Saskatchewan the area around Gravelbourg is largely francophone. Find Gravelbourg on a map. It is southwest of what city?

2. The main francophone areas in Manitoba are east and south of Winnipeg. Which Manitoba city is largely populated by francophones, Brandon or St. Boniface?
-

The largest concentrations of francophones are found in eastern Canada. They are mostly found in northeastern Ontario, Quebec, and the northern and southeastern parts of New Brunswick.

Sometimes you use more specific words to refer to francophones from different parts of Canada. Moving through the provinces from the west coast to the east coast you find *franco-colombiens*, *franco-albertains*, *fransaskois*, *franco-manitobains*, *franco-ontariens*, (*franco-*) *québécois*, (*franco-*) *acadiens*, *franco-terre-neuviens*. In the north we have *franco-yukonais*, *franco-nunavois* (*le territoire de Nunavut*), and *franco-ténois* (*des territoires du Nord-Ouest*). Note that the term *acadiens* refers to francophones from the three provinces that made up the old French colony of Acadie (Nova Scotia, New Brunswick, and Prince Edward Island).

3. Label the provinces and territories on the map with the names for the francophones living there.

Acadie

In the mid-1600's, the area along the Bay of Fundy was settled by farmers from the province of Poitou in France. This became the centre of the colony of Acadie. In 1713, England gained control of the colony. Between 1755 and 1762, nearly all Acadiens were expelled from the colony for refusing to pledge unconditional loyalty to the British crown. Many went to Quebec or France. Some were sent to the United States and others were scattered around the globe.

Many Acadiens later returned to Acadie, especially to New Brunswick. Since their homes and farms were now occupied by other people, the Acadien farmers became fishermen. Today, most Acadiens are found in the francophone districts of northern and eastern New Brunswick.



Did you know that the name *Cajun* for the francophone population of Louisiana is derived from the word **Acadien**?

4. About two-thirds of New Brunswickers are anglophones; the other third are
-

5. Which city in New Brunswick is in a francophone area, Bathurst or Woodstock?
-

L'Ontario

Like in the west, the settlement of the francophone districts of Ontario was mainly a result of migration from Quebec. The largest francophone area of Ontario is a large district extending from the Albany River on the west to the Quebec border on the east, and stretching from James Bay south to Lake Abitibi and Hearst. There are also many Franco-Ontarians living just south of this area.

6. Which of these cities is in a largely Franco-Ontarian area: Timmins, Thunder Bay, or London?
-

Le Québec

In the sparsely settled areas of northern Alberta, most of the population is composed of aboriginal people whose native language is neither English nor French. This is also true of northern Quebec, north of Lake Mistassini and Labrador City. In these areas, however, French is the most widely used European language. South of this line, the vast majority of people are francophones. The population is predominantly anglophone along the Coulonge River and south of Granby. There are also many anglophones in the greater Montreal area. About one person in five in Quebec is anglophone. The anglophone and francophone populations of Quebec are made up of people from all national origins.

You are learning about francophones – their history and their culture from all over Canada. Perhaps some day you will live in a francophone area yourself – if you haven't already. Besides being able to communicate with other Canadians in their first language, French will also allow you to communicate with French-speaking people anywhere in the world.

Check your answers in the Appendix, Section 3: Activity 1.6.

You've reached the end of this activity and you've increased your knowledge of francophones in Canada. Activity 2 will continue to explore francophone culture but on an international level. **Allons-y!**

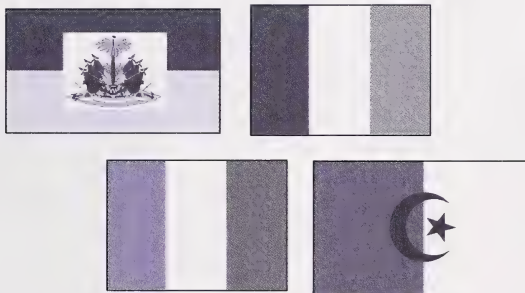
Activity 2: Les francophones du monde (Francophones Around the World)

2.1

In the previous activity, you learned about francophones in Canada. French-speaking people, however, have settled all over the world. Therefore, French is a well-known international language. The influence of the French language, a result of French colonialism, can be seen throughout the world.

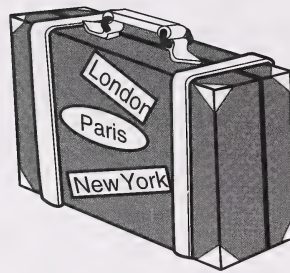
Can you list some places outside Canada where French is the predominantly spoken European language?

Check your answers in the Appendix, Section 3: Activity 2.1.

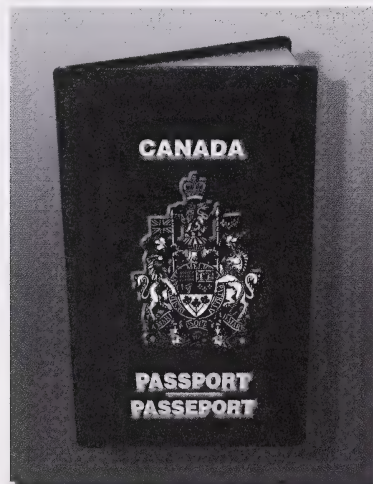


Many francophones come to Alberta from French-speaking places around the world and across Canada. Earlier in this course, you read about Michelle who was an exchange student from Quebec. Have you ever had an exchange student in your school?

Why do you think people want to live in another culture and language as exchange students?



Would you like to travel to another place as an exchange student? Why?



2.2

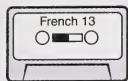
Being an exchange student can be challenging, exciting, and fun. In this activity you will read about several young people from around the world who have travelled to Alberta as exchange students. They want to meet people like you. Because you are on your way to becoming bilingual, you have lots to talk about with these people. Where in the world could these francophone exchange students possibly be from?

Pays et territoires francophones et anciennes colonies de la France et de la Belgique

(Francophone countries and territories and former colonies of France and Belgium)

- l'Algérie (*Algeria*)
- la Belgique (*Belgium*)
- le Bénin (*Benin or Dahomey*)
- la Burkina Faso (*Upper Volta*)
- le Burundi
- le Cambodge (*Cambodia or Kampuchea*)
- le Cameroun (*Cameroon*)
- le Canada
- la République Centrafricaine (*Central African Republic*)
- le Congo
- la Côte d'Ivoire (*Ivory Coast*)
- le Djibouti
- la France
- le Gabon
- la Guadeloupe
- la Guinée (*Guinea*)
- la Guyane Française (*French Guyana*)
- l'Haïti
- le Laos
- le Liban (*Lebanon*)
- le Luxembourg
- la Madagascar
- le Mali
- le Maroc (*Morocco*)
- la Martinique
- la Mauritanie (*Mauritania*)
- le Monaco
- le Niger
- la Nouvelle Calédonie (*New Caledonia*)
- la Polynésie Française (*Tahiti*)
- la Réunion
- le Ruanda
- le Sénégal
- la Suisse (*Switzerland*)
- le Tchad (*Chad*)
- le Togo
- la Tunisie (*Tunisia*)
- le Viêt-Nam
- le Zaïre

A world map follows, showing you the countries where French is spoken (**une carte de la francophonie**).



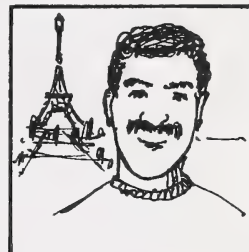
After you have looked at the map, turn on your cassette recorder and listen to tape segment 331. You are about to hear several francophone exchange students tell you where they come from. As you listen, keep track of where they live by writing their home countries in the spaces provided.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Check your answers in the Appendix, Section 3: Activity 2.2.

2.3

These people have all come to Alberta from some pretty faraway places. Where are these places found?





Go back to the **Carte de la francophonie** and, in purple, highlight the names of the countries that these exchange students come from.

Check your answers in the Appendix, Section 3: Activity 2.3.

To state what nationality you are in French, what do you say?

Oui! You use that good old verb *être*! Aren't you glad now that you took the time in the previous section to learn the forms of *être*?

Did you notice any difference between how males and females say their nationalities? If you did, what is it?

If you remember, there are two forms for adjectives in French. So, when you tell someone what nationality you are, you are describing something about yourself. Therefore, you are using an adjective. As you know, most adjectives in French have a masculine and feminine form.

Vocabulary Flash! (Les nationalités)

Quelle est ta (votre) nationalité?
Tu es canadien(ne)?

Je suis canadien(ne).
Non, je suis américain(e).

Masculine

africain
algérien
allemand
américain
anglais
australien
canadien
chinois
espagnol
français
indien
irlandais
italien
mexicain
japonais
polonais
québécois
russe

Feminine

africaine
algérienne
allemande
américaine
anglaise
australienne
canadienne
chinoise
espagnole
française
indienne
irlandaise
italienne
mexicaine
japonaise
polonaise
québécoise
russe

Note that russe does not change.

2.4

De quelle nationalité sont-ils? Fill in the blanks indicating the nationality of each person. Make sure you write the correct gender of the adjective according to the person described.

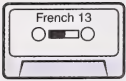
Modèle: Wayne Gretzky est américain? *Non, il est canadien.*

1. La reine Elizabeth est américaine? _____
2. Céline Dion est française? _____
3. Boris Yeltsin est africain? _____
4. Brad Pitt est allemand? _____
5. Madonna est canadienne? _____
6. Picasso est espagnol? _____

7. Paul Hogan est portugais? _____

Check your answers in the Appendix, Section 3: Activity 2.4.

2.5



Listen to tape segment 332 as the exchange students you just heard now reveal to you where they are currently living in Alberta. As you listen to them, write the number of each speaker on the map to indicate where he or she is living.



Check your answers in the Appendix, Section 3: Activity 2.5.

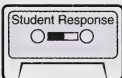
2.6

Now it's your turn.

How would you say what nationality you are? Draw yourself in the space here. On your own paper, write what nationality you are and describe what you are like (using adjectives from Section 2, Activity 3.4).



Check your answer in the Appendix, Section 3: Activity 2.6.



Oral Assignment

Record these descriptions about you and your nationality on your blank audiocassette and include it with the Assignment Booklet when you forward it for assessment. (If you prefer, you may record and submit your descriptions on a videocassette.)

Bravo! Tu as fini Activité 2. Ça, c'est sensass. In this section you have learned about francophones in your town, province, and around the world.



Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

Recognizing French Family Names

Cultural Notes

Many French names have some of these distinguishing features:

- They are often formed from common nouns, so they may start with the determiners **L', Le, La, Les**, or **Du, De la, De l', Des, De**, and **D'**. Examples are names like L'Hirondelle, Letendre (le tendre), Lafleur (la fleur), Dupont (du pont), De La Bruyère, Delorme (de l'orme), Desjardins (des jardins), De Jubécourt, and Daigle (d'aigle).
- They sometimes contain an accent mark as in the names Lafrenière, L'Abbé, and Côté.
- They often contain a recognizable French word such as Laporte, Voisin, or LeBlanc.
- Sometimes they are the same as French given names or they are preceded by **St.** or **St-** for example St. Jacques, St. Albert, St. Michel, St. Laurent.
- They may contain distinctive combinations of letters, such as **-eau, -eaux, -eux, -aux, -ault, -nne, -lle, -tte, -eur**. They almost never use the letters **k, w**, or **z**. Some examples are LeBeau, Primeau, Tetreault, Loiselle, Lemieux, L'Heureux, Argonne, Boisseau, Ladouceur.

While considering this, it is important to remember that many people with French names are not francophones. For example, many Canadian aboriginal families have French names, although they may not speak French. Other countries such as Great Britain, the United States, Holland, and Jamaica also have many families with French names who are not francophones. Again, this can be seen as a legacy of widespread French colonialism.

Conversely, many francophones have names that are not French. In Europe they may have European names of various origins, especially from neighbouring countries. This is also true in Quebec, where many francophones have British family names. In other parts of the world, francophone family names may be Arabic, African, or Asian. Still, the francophones you meet in Alberta may tend to have French family names and French given names. This will help you recognize them.

How well can you recognize French names? Here is a list of names from a telephone directory. Find five French names and list them below.

Kiernan J	555-5555
Kieser M	555-5555
Kieser S	555-5555
Kilbourn H	555-5555
Kirby T	555-5555
Klassen D	555-5555
Klein R	555-5555
Knor L	555-5555
Koentopp E	555-5555
Kostiw A	555-5555
Kostiw G	555-5555
Kostiw K	555-5555
Kotchon W	555-5555
Kozak W	555-5555
Kozoriz F	555-5555
Kremer R	555-5555
Krupa J	555-5555
Krupa L	555-5555
Kuchta T	555-5555
Kulchisky P	555-5555
Kutchma C	555-5555
Labby A	555-5555
Labelle J	555-5555
LaBerge J	555-5555
LaBerge J	555-5555
Lachance D	555-5555
Lachance M	555-5555
Lachance P	555-5555
Lachance Y	555-5555
Laforce S	555-5555
Laframboise E	555-5555
Lafrenière C	555-5555

Check your answers in the Appendix, Section 3: Extra Help 1.

Extra Help 2



People come to Alberta from all over the world. Below you can see several pictures of Canadians. Listen to tape segment 333 as they tell you their names, the country their family came from originally, and the corresponding nationality. Put a ✓ on the pictures of the people you think are speaking French.

1.



2.



3.



4.



5.



6.





Check your answers in the Appendix, Section 3: Extra Help 2.

Enrichment 1

Research a francophone person mentioned on your map in Section 3: Activity 1.3. Prepare a short written report using as many French words as you can. You will have to read your report. If you have a French facilitator, complete this task with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point and ask to speak to a French teacher.

Check your answer in the Appendix, Section 3: Enrichment 1.



Enrichment 2



Using the map of Alberta in Section 3: Activity 1.3, make up at least **seven** of your own trivia questions in French as in Section 3: Activity 1.4. If you have a partner, ask him or her your questions. Then switch roles and answer your partner's questions. If you don't have a partner, telephone your distance learning teacher.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

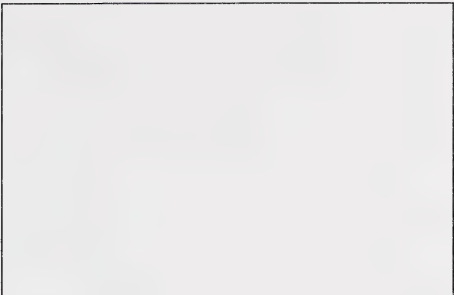
7. _____

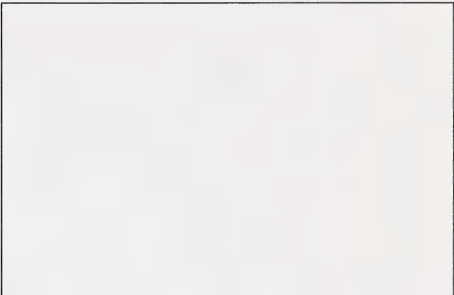
Check your answers in the Appendix, Section 3: Enrichment 2.

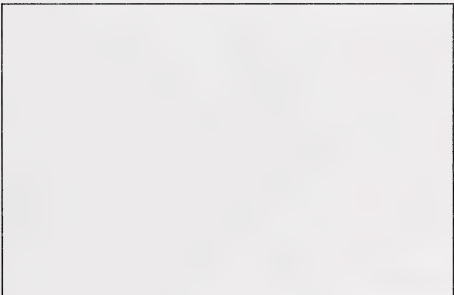


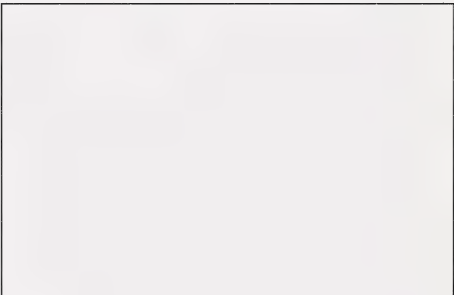
Enrichment 3

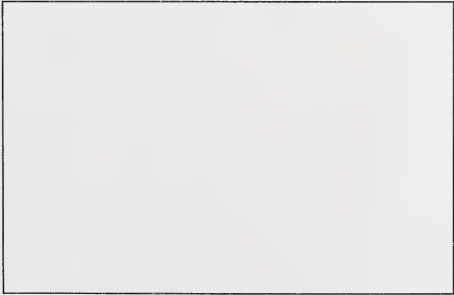
Choose at least **six** francophone countries from the **Carte de la francophonie**, the map of the world in Section 3: Activity 2.2, and draw their flags. Colour them and label in French what country they represent.

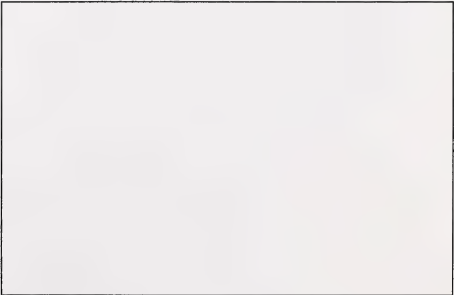
1. 

2. 

3. 

4. 

5. 

6. 

Check your answers in the Appendix, Section 3: Enrichment 3.

Conclusion

Bravo! Tu as fini Section 3. Ça, c'est sensass! In this section you have learned about francophones in your town, province, and around the world. What was the most important thing you learned about francophones, their history, and their culture?

Remember learning a second language enriches and expands your world!

Now turn to your Assignment Booklet 3B and complete the assignment for Module 3: Section 3.

MODULE SUMMARY

Félicitations! Tu as fini Module 3! You have learned about the many people around you – your family, friends, and francophones in your town, province, and faraway places. Now you should feel comfortable talking in French about your home, family, and friends. Don't be shy to use your French. You're working hard to learn a new language, and if you don't use it, you'll lose it.

Allez-y!

Now turn to your Assignment Booklet 3B and complete the final module assignment.

Appendix



	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

un achat	• a purchase
acheter	• to buy
un ami/une amie	• a friend
s'appeler	• to be named
un arbre généalogique	• a family tree
un armoire	• a cupboard/wardrobe
aujourd'hui	• today
autre	• other
autrement	• otherwise
avoir...ans	• to be...years old
une baignoire	• a bathtub
bavard(e)	• talkative/a chatterbox
beaucoup de	• lots of
un beau-frère	• a brother-in-law
un beau-père	• a stepfather or father-in-law
une belle-mère	• a stepmother or mother-in-law
une belle-soeur	• a sister-in-law
bête	• wild
la buanderie	• the laundry room
à la campagne	• in the country
les cartes	• cards

une chambre	• a (bed)room
la chambre d'ami	• the guestroom
une chose	• a thing
combien	• how many
une commode	• a dresser
un comptoir	• a counter
connaître	• to know
se coucher	• to go to bed
une couleur	• a colour
des courses	• errands
un(e) cousin(e)	• a cousin
la couture	• sewing
la cuisine	• the kitchen
une cuisinière	• a stove
les cuisses de grenouilles	• frog legs
décédé	• deceased/dead
un demi-frère	• a half brother or stepbrother
une demi-soeur	• a half sister or stepsister
les devoirs	• homework
une douche	• a shower bath
drôle	• amusing/strange
écouter la radio	• to listen to the radio

énervant(e)	<ul style="list-style-type: none">• annoying
ennuyer	<ul style="list-style-type: none">• to bore
ennuyeux (euse)	<ul style="list-style-type: none">• boring
en train de faire	<ul style="list-style-type: none">• doing
un étage	<ul style="list-style-type: none">• a level
un évier	<ul style="list-style-type: none">• a kitchen sink
faire	<ul style="list-style-type: none">• to do or to make
faire des achats	<ul style="list-style-type: none">• to shop/to make some purchases
un fauteuil	<ul style="list-style-type: none">• an armchair
une femme	<ul style="list-style-type: none">• a woman/wife
une fille	<ul style="list-style-type: none">• a girl/daughter
un fils	<ul style="list-style-type: none">• a son
un four micro-ondes	<ul style="list-style-type: none">• a microwave oven
un frère	<ul style="list-style-type: none">• a brother
le garage	<ul style="list-style-type: none">• the garage
gâté	<ul style="list-style-type: none">• spoiled
une grand-mère	<ul style="list-style-type: none">• a grandmother
un grand-père	<ul style="list-style-type: none">• a grandfather
les grands-parents	<ul style="list-style-type: none">• grandparents
habiter	<ul style="list-style-type: none">• to live/to reside
un immeuble	<ul style="list-style-type: none">• a high-rise building
intelligent(e)	<ul style="list-style-type: none">• intelligent

jamais	• never
joli(e)	• pretty/good looking
des jumelles/jumeaux	• twins
un lavabo	• a bathroom sink
un lave-vaisselle	• a dishwasher
la lessive	• the laundry
leur/leurs	• their
un lit simple	• a single bed
un lustre	• a chandelier
magasiner	• to shop
une maison	• a house
une maison jumelée	• a duplex
une maison mobile	• a mobile home
un mari	• a husband
marrant(e)	• funny
matière	• subject matter
une mère	• a mother
mignon(ne)	• cute
moche	• ugly
moi	• myself/me
mon/ma/mes	• my
mort(e)	• dead

un neveu	<ul style="list-style-type: none">• a nephew
une nièce	<ul style="list-style-type: none">• a niece
notre/nos	<ul style="list-style-type: none">• our
nouveau (elle)	<ul style="list-style-type: none">• new
de nuit	<ul style="list-style-type: none">• at night
un oncle	<ul style="list-style-type: none">• an uncle
la parenté	<ul style="list-style-type: none">• relatives/relations
des parents	<ul style="list-style-type: none">• parents
 paresseux(euse)	<ul style="list-style-type: none">• lazy
parler	<ul style="list-style-type: none">• to speak/to talk
pénible	<ul style="list-style-type: none">• tedious
un père	<ul style="list-style-type: none">• a father
le Père Noël	<ul style="list-style-type: none">• Santa Claus
une pièce	<ul style="list-style-type: none">• a room (in general)/piece
une poche	<ul style="list-style-type: none">• a pocket
quel?/quelle?	<ul style="list-style-type: none">• what?
quelquefois	<ul style="list-style-type: none">• sometimes
raconter	<ul style="list-style-type: none">• to tell (stories)
ranger	<ul style="list-style-type: none">• to tidy up
un rendez-vous mystère	<ul style="list-style-type: none">• a blind date
la retraite	<ul style="list-style-type: none">• the retirement
une réunion familiale	<ul style="list-style-type: none">• a family reunion

un robinet à levier	<ul style="list-style-type: none">• a washerless faucet
une salle	<ul style="list-style-type: none">• a room/a hall
une salle à manger	<ul style="list-style-type: none">• a dining room
une salle de bains	<ul style="list-style-type: none">• a bathroom
une salle de toilette	<ul style="list-style-type: none">• a half bathroom
une salle de récréation	<ul style="list-style-type: none">• a rec room
un salon	<ul style="list-style-type: none">• a living room
se trouver	<ul style="list-style-type: none">• to be situated
le ski alpin	<ul style="list-style-type: none">• downhill skiing
une soeur	<ul style="list-style-type: none">• a sister
son/sa/ses	<ul style="list-style-type: none">• his/her
le sous-sol	<ul style="list-style-type: none">• the basement
sportif	<ul style="list-style-type: none">• interested in sports
sympa/sympathique	<ul style="list-style-type: none">• nice/likeable/friendly
une tante	<ul style="list-style-type: none">• an aunt
timide	<ul style="list-style-type: none">• shy
ton/ta/tes	<ul style="list-style-type: none">• your (speaking to one person with familiarity)
toujours	<ul style="list-style-type: none">• always
tous les deux	<ul style="list-style-type: none">• both of them
tous les jours	<ul style="list-style-type: none">• every day
tout	<ul style="list-style-type: none">• all/everything
travailleur(euse)	<ul style="list-style-type: none">• hard working

une trousse	• a kit/case
un vaisselier	• a china cabinet
la vaisselle	• the dishes
une vedette	• a star (well-known person)
un vélo	• a bike
un vêtement	• (a piece of) clothing
je viens de	• I come from
vient de naître	• was just born
en ville	• in town
votre/vos	• your
voyons	• let's see

Grammar Observation

Verbs

Remember that except for **aller**, the *-er verbs* usually follow the pattern of **aimer**, so we would say **j'aime, je joue, je nage, je regarde, je parle**, etc. (See page 65 of the textbook.)

The verb **prendre** does not follow a regular pattern. Here it is given for you, along with the forms of **aller**.

aller (to go)	prendre (to take)
je vais	je prends
tu vas	tu prends
il va	il prend
elle va	elle prend
on va	on prend
nous allons	nous prenons
vous allez	vous prenez
ils vont	ils prennent
elles vont	elles prennent

See Module 2 for the verbs **avoir** and **être**.

The verbs **manger** and **s'appeler** have minor irregularities. You write **nous mangeons**, not **nous mangons**; the *e* after the *g* retains the soft-g sound. The *l* of **s'appeler** is doubled whenever there is a silent *e* in the verb ending.

manger*(to eat)*

je mange

tu manges

il mange

elle mange

on mange

nous mangeons

vous mangez

ils mangent

elles mangent

s'appeler*(to be named)*

je m'appelle

tu t'appelles

il s'appelle

elle s'appelle

on s'appelle

nous nous appelons

vous vous appelez

ils s'appellent

elles s'appellent

**Prononcez bien!**

The consonants *c* and *g* are soft before the vowels *i*, *e*, and *y*, but hard before *a*, *o*, and *u*.



Suggested Answers

Section 1: Activity 1

1.1

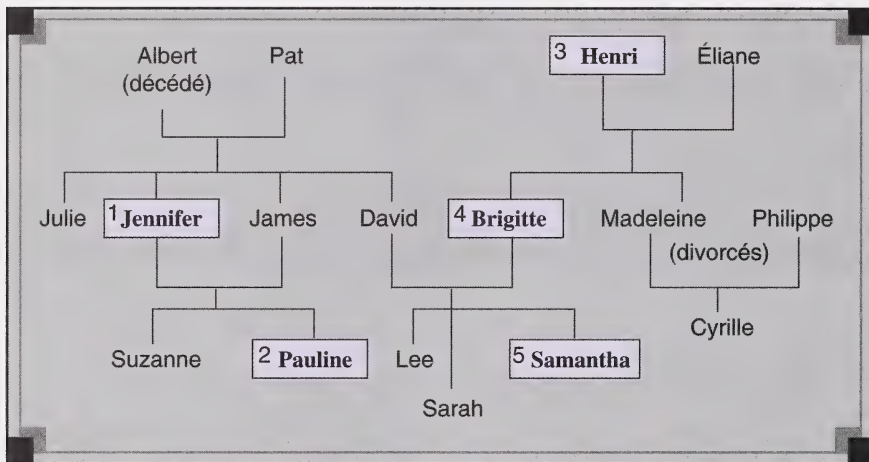
This is a listening activity. All three pictures should have a check mark.

1.2

This is a listening activity with no written component.

1.3

L'arbre généalogique de Sarah



1.4

1. *mon oncle*

6. mon oncle

2. mon cousin

7. ma tante

3. ma soeur

8. mon père

4. mon grand-père

9. ma mère

5. ma cousine

10. mon frère

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Pupil's Book* (London: Mary Glasgow Publications Ltd., 1988), 79. Reprinted by permission.

1.5

Your answers will vary. You should have included portraits of relatives with labels like these:

- | | | |
|------------------|--------------|------------|
| • mon père | • mon frère | • ma fille |
| • ma mère | • ma cousine | • mon fils |
| • ma grand-mère | • mon cousin | • mon mari |
| • mon grand-père | • mon oncle | • ma femme |
| • ma soeur | • ma tante | |

1.6

1. a. C'est ma tante.
b. Ce sont mes grands-parents.
c. C'est mon livre.
d. C'est mon amie.
2. a. C'est ta soeur.
b. Ce sont tes disques.
c. C'est ton cousin.
d. C'est ton école.
3. a. C'est son frère.
b. C'est son équipe.
c. C'est sa mère.
d. Ce sont ses cousins.

1.7

Individual student answers will vary. Here is a sample description of a family tree. You will find a different sample on tape segment 304. You will be asked to read your answer out loud so go over it a few times.

Bonjour, je m'appelle Trevor.

J'ai deux soeurs et un frère.

Mon frère s'appelle Jonathan. Il a 13 ans.

Mes soeurs s'appellent Kathy et Lindsay.

Kathy a 10 ans et Lindsay a 12 ans.

Mes parents s'appellent John et Anna.

Mon père a 40 ans et ma mère a 40 ans.

Les parents de mon père s'appellent Joe et Nancy.

Mon grand-père Joe a 68 ans et ma grand-mère Nancy a 66 ans.

Les parents de ma mère s'appellent Henry et Jacqueline.

Mon grand-père Henry a 70 ans et ma grand-mère Jacqueline a 77 ans.

1.8

- | | |
|--|---|
| 1. Le jeu est pour son cousin. | 6. Le canif est pour son grand-père. |
| 2. L'écharpe est pour sa tante. | 7. La cravate est pour sa père. |
| 3. La chemise de nuit est pour sa mère. | 8. La vase est pour sa grand-mère. |
| 4. Le train est pour sa soeur. | 9. La trousse est pour sa cousine. |
| 5. La boîte de mouchoirs est pour son oncle. | 10. La lampe de poche est pour son frère. |

1.9

Claire: 1 soeur: Aude, 8 ans; 1 frère: Jérôme, 13 ans

Pierre: 1 frère: Christophe, 21 ans, militaire

Nathalie: 1 soeur: Sophie

Tchen: 1 frère: Wang, 12 ans

Jean-Luc: 2 frères: Philippe, 23 ans; Damien, 6 ans; 1 soeur: Katya

Virginie: 1 frère: 29 ans; 1 soeur: 18 ans; 1 demi-soeur: Sophie, 22 ans

Malika: 1 demi-frère: Najib, 11 ans

Fabrice: 2 soeurs: Emilie, 22 ans; Sarah, 28 ans

Vincent: 1 soeur: Marie, 14 ans; 2 demi-soeurs: 18 ans, jumelles; 1 demi-frère: 6 mois

Marie-Pierre: fille unique (Elle n'a pas de frères ou de soeurs.)

1.10

Answers will vary, but if you were unable to telephone friends, you will have used the audiocassette. It contains the following information.

nom	numéro de téléphone	frères	soeurs	cousines	cousins	tantes	oncles
Paul	983-1234	3	2	6	3	5	4
Sandra	643-4712	1	0	2	1	2	3
André	416-2380	2	1	1	2	2	1

1.11

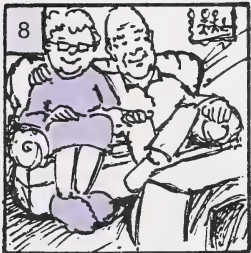
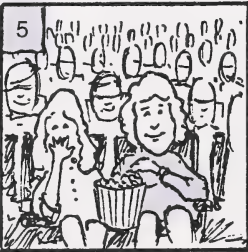
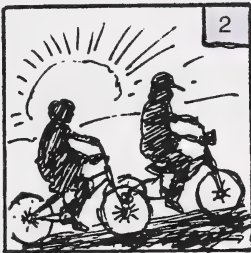
This is an oral activity. A sample conversation is provided on tape segment 308.

Section 1: Activity 2

2.1

The answers for this activity are provided in the activity itself.

2.2



2.3

The names will vary according to the gender of each person described. The ages should be appropriate for the people pictured.

2.4

This is an oral activity with many possible answers. Your answers will be based on the names, ages, and relationships that you described in Activity 2.3. One description is given on tape segment 311.

2.5

1. Hélène est la tante de François.
2. Yves est le frère de Claudette.
3. Hugo est le cousin d'Anne.
4. Geneviève est la cousine de François.
5. Claudette est la fille de Gaston et de Marie.
6. Gaston est le grand-père de François.
7. Marie est la grand-mère d'Arthur.
8. Yves est le mari d'Hélène.
9. Marie est la mère de Claudette et d'Yves.
10. Hugo est le neveu de Claudette et de Paul.
11. Geneviève est la nièce de Claudette et de Paul.
12. Claudette et Paul sont les parents de François et d'Anne.
13. Anne est la soeur de François.
14. Yves est le fils de Gaston et de Marie.
15. Yves est l'oncle de François et d'Anne.
16. Hélène est la femme d'Yves.

Section 1: Activity 3

3.1

1.

Nom	C'est son/sa...	Il/Elle a...ans.	Il/Elle aime...
Maurice	<i>cousin</i>	<i>16</i>	<i>faire du ski</i>
Daniel	cousin	9	jouer au hockey
Alain	cousin	3	jouer avec les animaux
Annette	cousine	6	faire de la bicyclette
Brigitte	cousine	13	danser
Pierre	oncle	40	jouer au golf
Bernard	oncle	35	prendre des photos
Justine	tante	33	faire des achats
Geneviève	tante	37	faire de la couture
Thomas	grand-père	60	aller au cinéma
Henriette	grand-mère	58	jouer du piano

2. Any three of the following sentences complete this activity. They are based on the chart in question 1.

- *Annette est ma cousine. Elle a 6 ans. Elle aime faire de la bicyclette.*
- Maurice est mon cousin. Il a 16 ans. Il aime faire du ski.
- Daniel est mon cousin. Il a 9 ans. Il aime jouer au hockey.
- Alain est mon cousin. Il a 3 ans. Il aime jouer avec les animaux.
- Brigitte est ma cousine. Elle a 13 ans. Elle aime danser.
- Pierre est mon oncle. Il a 40 ans. Il aime jouer au golf.
- Bernard est mon oncle. Il a 35 ans. Il aime prendre des photos.
- Justine est ma tante. Elle a 33 ans. Elle aime faire des achats.
- Geneviève est ma tante. Elle a 37 ans. Elle aime faire de la couture.
- Thomas est mon grand-père. Il a 60 ans. Il aime aller au cinéma.
- Henriette est ma grand-mère. Elle a 58 ans. Elle aime jouer du piano.

3. These answers will be personal. Your sentences describing two relatives should be similar to those in question 2.

3.2



3.3

No answers are required for this activity.

3.4

1. Vous (regarder) regardez la télévision.
2. Elle (jouer) joue de la guitare.

3. Je (préparer) prépare le dîner.
4. Nous (écouter) écoutons au professeur.
5. Ils (aider) aident leur mère.
6. Vous (téléphoner) téléphonez à votre soeur.
7. Tu (parler) parles à ta grand-mère.
8. Il (aimer) aime ses parents.
9. Nous (visiter) visitons nos amis.
10. Elles (voyager) voyagent en Europe cet été.

3.5

This assignment contains oral practice only.

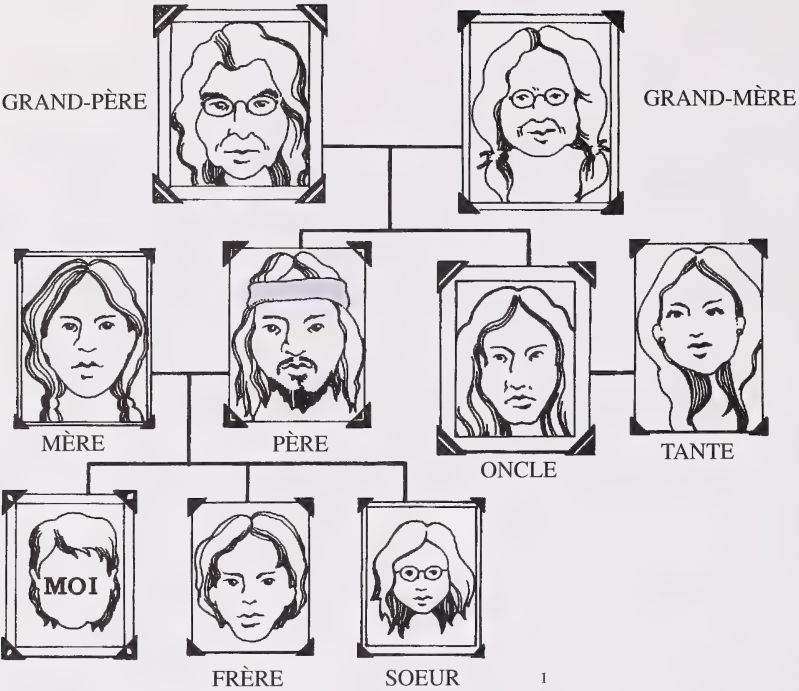
Section 1: Follow-up Activities

Extra Help 1

These are the terms you should have solved. They are presented without correct accents or hyphens.

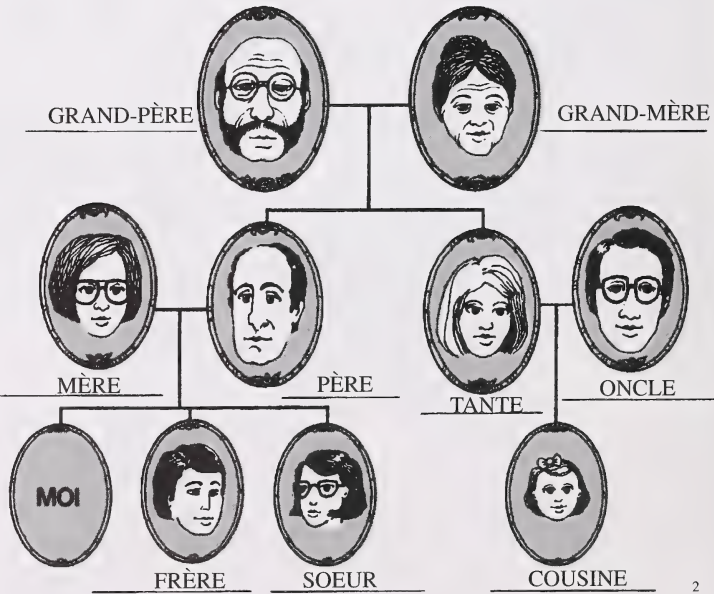
⁵ F	U	³ O	⁸ S	A
⁶ G	R	E	⁴ N	T
⁷ A	¹ P	C	L	T
N	D	² M	E	R

1. (P) / È ← R → E
2. (M) → È → R ← E
3. (O) \ N / C → L ↓ E
4. (T) ↑ A / N \ T / E
5. (F) \ R → È ← R → E
6. (G) → R / A ↓ N → D ↑ P / È ← R → E
7. (G) → R / A ↓ N → D → M → È → R ← E
8. (S) ← O ↓ E \ U ↓ R



Extra Help 2

P	S	O	E	U	B	G	I	C
F	E	N	L	W	L	R	N	O
O	A	R	U	N	S	A	S	U
R	F	R	E	R	E	N	A	S
E	P	I	L	M	U	D	R	I
R	E	S	C	R	V	P	T	N
N	T	A	N	T	E	E	W	E
S	O	E	O	P	L	R	H	S
U	G	R	A	S	O	E	U	R
E	R	E	M	D	N	A	R	G



¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

² Ibid.

Enrichment 1

- | | | | |
|-------------------------------------|----------|------------------|----------|
| 1. station de radio | <u>i</u> | 6. Marcel | <u>e</u> |
| 2. grand-maman Champlain | <u>b</u> | 7. deux frères | <u>h</u> |
| 3. grand-maman et grand-papa Thomas | <u>c</u> | 8. petite soeur | <u>d</u> |
| 4. tante Claudine | <u>g</u> | 9. papa et maman | <u>a</u> |
| 5. oncle Joseph | <u>f</u> | | |

Enrichment 2

- | | |
|------------------------------|----------------------------------|
| 1. <i>Qui est-ce?</i> | 6. Qu'est-ce qu'elle aime faire? |
| 2. Comment s'appelle-t-il? | 7. Combien de cousins as-tu? |
| 3. C'est ta grand-mère? | 8. Quel âge ont-ils? |
| 4. Quel âge a-t-il? | 9. Combien de cousines as-tu? |
| 5. Comment s'appelle-t-elle? | 10. Comment s'appellent-elles? |

Enrichment 3

- | | |
|---------------------------------------|--|
| 1. <u>Keelie</u> is Jack's wife. | 5. Sheila is married to <u>Bruce</u> . |
| 2. Reg is <u>Rolf</u> 's father. | 6. <u>Reg</u> is divorced. |
| 3. Edna is <u>Bruce</u> 's daughter. | 7. <u>Valleen</u> 's husband is dead. |
| 4. Edna is in love with <u>Jack</u> . | 8. <u>Rolf</u> hates Bruce. |

Section 2: Activity 1

1.1

- | | |
|-------------------------|---------------------------|
| 1. la cuisine | 5. la salle de récréation |
| 2. le salon | 6. la salle de bain |
| 3. la chambre à coucher | 7. le garage |
| 4. la salle à manger | |

1.2

- | | |
|-----------|----------------|
| 1. f or c | 5. i |
| 2. e | 6. a |
| 3. j | 7. d or g or l |
| 4. b | |

1.3

- | | |
|-------|-------------|
| 1. 28 | 6. 16 |
| 2. 82 | 7. 12 |
| 3. 64 | 8. 58 |
| 4. 28 | 9. 16 or 58 |
| 5. 74 | 10. 46 |

1.4

The ads circled should have 6 **pièces** or more (**3 chambres à coucher, une cuisine, une salle de bain, et un salon**). They will probably want **une salle à manger** and **une petite salle de bain**, too.

1.5

1. la cuisine
2. trois chambres à coucher
3. deux salles de bain
4. la salle à manger
5. beaucoup d'armoires (lots of cupboards or closets)

1.6

1. une maison jumelée
2. une maison à deux étages or une maison **de** deux étages
3. une maison attenante aux maisons voisines
4. une maison à deux niveaux

1.7

nom	appartement	maison	maison mobile	condo	maison jumelée
Denis			✓		
Sylvain	✓				
Luc	✓				
Suzanne				✓	
Carole			✓		
Gisèle		✓			
Jean					✓
David		✓			
Julie		✓			

1.8

Your floor plan will be different from anyone else's. Your floor plan should have these rooms coloured as follows:

- la cuisine** (*kitchen*) – **rouge** (*red*)
le salon (*living room*) – **vert** (*green*)
la salle de bain (*bathroom*) – **jaune** (*yellow*)
la chambre à coucher (*bedroom*) – **bleu** (*blue*)
la salle à manger (*dining room*) – **noir** (*black*)
le garage (*garage*) – **brun** (*brown*)
la salle de récréation (*rec room*) – **rose** (*pink*)

1.9

Did you tell what kind of home it is, and did you remember to give the total number of rooms, including bathrooms? Did you give the price? Remember that the dollar sign comes after the number in French. Was the telephone number given clearly? You may have included the name of the district, street address, and the hours you are available.

1.10

- | | |
|---------------------------|----------------------|
| 1. la commode | 9. le réfrigérateur |
| 2. le lit | 10. le sofa |
| 3. le miroir | 11. la table basse |
| 4. la toilette | 12. le tapis |
| 5. la table | 13. le lavabo |
| 6. la chaise | 14. la baignoire |
| 7. l'armoire | 15. la table de nuit |
| 8. la cuisinière/le poêle | |

Section 2: Activity 2

2.1





2.2

1. Papa (le père de Pierre) fait la vaisselle.
2. Jean-Paul (le frère de Pierre) fait ses devoirs.
3. Grand-mère (la grand-mère de Pierre) fait un jeu vidéo.
4. Maman (la mère de Pierre) fait le lit.
5. Pierre boit de la limonade.

2.3

1. Nous faisons beaucoup d'exercices en classe.
2. Ma mère fait le ménage chaque samedi.
3. Qu'est-ce que vous faites dans la cuisine?
4. Ils font trop de bruit dans la salle de jeux.
5. Je fais mes devoirs dans ma chambre.
6. Comment est-ce que tu fais cette lasagne délicieuse?

2.4

1. Papa fait la vaisselle dans la cuisine.
2. Maman fait la lessive dans la buanderie.
3. Sa frère joue au Nintendo dans le salon ou dans la salle de récréation.

4. Sa grand-mère regarde la télé dans le salon, dans la salle de famille, ou dans la salle de récréation.
5. Sa soeur lave l'auto dans le jardin, dans le garage, ou dans la rue.

2.5

This is an oral communication exercise.

2.6

Chances are you'll have understood all of the expressions given. Their meanings are given here in English for those you may have been unsure of.

- **faire la vaisselle** means *to do the dishes*
- **faire des devoirs** means *to do homework*
- **faire un jeu vidéo** means *to play a video game*
- **faire le lit** means *to make the bed*

Here are the meanings of some other activities that you may know.

- **faire la lessive** means *to do the laundry*
- **écouter un walkman** means *to listen to a walkman*
- **regarder la télévision** means *to watch TV*
- **ranger les affaires** means *to organize things*

2.7

Textbook question 4:

- a. **F**
- b. **V**
- c. **V**
- d. **F**
- e. **F**

2.8

Textbook question 6:

Ma journée		La journée de ma grand-mère	
1.	C	1.	B
2.	G	2.	D
3.	J	3.	H
4.	L	4.	A
5.	F	5.	I
6.	K	6.	E

2.9

Answers will be personal.

2.10

The names or initials should match this chart.

	tous les jours	quelquefois	jamais
fait des jeux vidéo	S	P/J	
écoute son walkman	J		S/P
fait ses devoirs	S/P/J		
fait son lit	S/J	P	
danse sur la table		P	S/J
mange des hamburgers		S/P/J	
regarde la télé		P/J	
fait la vaisselle		S/J/P	
joue de la guitare	P	J	S
range ses affaires	S/J		P

Section 2: Activity 3

3.1

1. This should be the name of a friend.
2. There are probably all kinds of different activities that you do with friends. Some of them might be going to movies, talking, eating out, playing baseball, or reading.

3.2

Il s'appelle Wayne Gretzky.

You may have noted these six cognates: **hockey** (*hockey*), **canadien** (*Canadian*), **riche** (*rich*), **fameux** (*famous*), **sportif** (*sportive*), **marié** (*married*).

3.3

This is a listening activity with no written answers. Each graphic should have a check mark.

3.4

Four adjectives here do not change form: **pénible**, **drôle**, **sympa**, and **timide**.

3.5

1. All the adjectives used in the conversation are as follows:

- | | |
|----------------|-----------------|
| • intelligente | • timide |
| • paresseux | • pénibles |
| • travailleurs | • marrante |
| • énervant | • travailleuses |

2.
 - a. Elles sont travailleuses.
 - b. Christophe est énervant.
 - c. L'orchestre, ils sont pénibles.
 - d. Jean et François, ils sont travailleurs.
 - e. La secrétaire, elle est très intelligente.
 - f. Julien le barman, il est paresseux.
 - g. Florence est timide.

3. He probably fired these people:

- *Julien – paresseux (lazy)*
- Christophe – énervant (annoying)
- Florence – timide (shy)
- l'orchestre – pénibles (tedious)

3.6

1. Answers will vary.
2. This is a speaking activity, so contact your French facilitator or ADLC French teacher now.

3.7

1. Patrick est paresseux.
2. Sophie est marrante.
3. Jean est timide.
4. Katya est paresseuse.

3.8

Textbook question 3:

Report Card A: Jean
Report Card B: Sophie
Report Card C: Katya
Report Card D: Patrick

3.9

Textbook question 4:

1. **V**
2. **V**
3. **F**
4. **V**
5. **F**

Extra Help 2

1. Valérie – paresseuse
2. Thierry – ennuyeux
3. Stéphane – énervant
4. Marie-Claire – bête

Extra Help 3

Jean is enjoying himself much more than Patrick.

Extra Help 4

1. d
2. a
3. c
4. e
5. b

Enrichment 1

Answers will vary. You should have provided logical sentences based on what is happening in each frame.

Enrichment 2

Answers will vary. This is an oral activity.

Enrichment 3



FENÊTRE



MUR

SALLE DE
BAINS

BUREAU



RADIO

CHAMBRE À
COUCHER

R	E	I	A	M	O	L	X	A
W	R	L	P	I	P	E	T	U
C	C	A	O	D	U	P	A	E
A	S	B	U	R	A	N	I	D
T	E	I	T	M	E	G	R	S
H	N	S	A	B	L	D	E	F
D	J	H	O	L	R	E	A	C
C	C	S	N	T	I	V	H	O
W	U	I	E	F	P	O	C	U

1. M → U → R
2. S → A → L → O → N
3. T → A → B → L → E
4. R → A → D → I → O
5. B → U → R → E → A → U
6. C → U → I → S → I → N → E
7. G → A → R → A → G → E
8. R → O → B → I → N → E → T
9. F → E → N → E → T → R → E
10. C → H → A → M → B → R → E → A → C → O → U → C → H → E → R
11. S → A → L → L → E → D → E → B → A → I → N → S
12. S → A → L → L → E → A → M → A → N → G → E → R



ROBINET



TABLE

SALLE À
MANGER

SALON



CUISINE



GARAGE

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Enrichment 4

3 ou 5 Ils sont intelligents.

5 ou 3 Ils sont marrants.

1 Ils sont paresseux.

2 Ils sont forts.

4 Ils sont bavards.

7 Ils sont ennuyeux.

6 Ils sont pénibles.

Section 3: Activity 1

1.1

There are no formal answers here.

1.2

1. *Bilingual* means *able to speak two languages*.

2. Here are some words that begin with *bi*:

biannual	bifocal
biathlon	bilateral
bicameral	bi-level
bicentennial	bimonthly
bicolour	binocular
bicycle	bisect
biennial	bivalve

3. A *bicycle* is a vehicle with two wheels – *bi* meaning *two* and *cycle* meaning *circle* or *wheel*.

1.3

Answers will vary. You may have listed any of the communities given on the map.

1.4

1. Peter Pond was trilingual. He spoke a native language as well as French and English.

2. The first French rural school in Alberta was at Jean-Côté.

3. The original name for Calgary was Fort Brisebois.

4. The original French name for Edmonton was Fort des Prairies.

5. Morinville was named after Father J. B. Morin.

6. You may have named any two of these founding families of Morinville:

- | | | |
|-----------------|----------|-----------|
| • Boissonneault | • Houle | • Riopel |
| • Beaupré | • L'Abbé | • Tellier |

7. a. They are usually named after priests or settlers.

b. Most were Catholic.

1.5

1. They originally came from France.

2. They came to Canada in the early 1600s and to Alberta in 1891.

3. Approximately 350 people attended the reunion.

4. A potluck supper and sing-a-long are two activities that were specifically mentioned.

1.6

1. Gravelbourg is southwest of Moose Jaw.

2. A Manitoba city largely populated by francophones is St. Boniface.

3. You should have labelled the provinces and territories as follows:

B.C.	franco-colombiens
Alberta	franco-albertains
Saskatchewan	fransaskois
Manitoba	franco-manitobains
Ontario	franco-ontariens
Quebec	(franco-) québécois
New Brunswick	(franco-) acadiens
Nova Scotia	(franco-) acadiens
P.E.I.	(franco-) acadiens
Newfoundland	franco-terre-neuviens
Yukon	franco-yukonais
N.W.T.	franco-ténois
Nunavut	franco-nunavois

4. About two-thirds of New Brunswickers are anglophones; the other third are **francophones**.

5. Bathurst is situated in the northern and eastern francophone districts of New Brunswick.

6. In Ontario, the area around Timmins is largely populated by francophones.

Section 3: Activity 2

2.1

Major French-speaking countries include

- | | | | |
|--------------|---------------|----------------|----------------------------|
| • France | • Haiti | • Niger | • Switzerland |
| • Belgium | • Mali | • Zaire | • Morocco |
| • Luxembourg | • Chad | • Monaco | • Tunisia |
| • Algeria | • Ivory Coast | • Burkina Faso | • Lebanon |
| • Martinique | • Senegal | • Benin | • Central African Republic |
| • Guadeloupe | • Mauritania | • Cameroon | |

You'll learn of more francophone countries when you look at the map of the world shown in Activity 2.2.

2.2

- | | |
|--------------|--------------------------|
| 1. le Canada | 4. le Viêt-Nam |
| 2. l'Algérie | 5. la Suisse |
| 3. la France | 6. la Nouvelle-Calédonie |

2.3

The highlighted countries shown here on the map are the ones that you should have coloured.

Carte de la francophonie
(Map of French-Speaking Countries)



2.4

1. Non, elle est anglaise.
2. Non, elle est canadienne.
3. Non, il est russe.
4. Non, il est américain.
5. Non, elle est américaine.
6. Non, il est italien.
7. Non, il est australien.

2.5



2.6

If you are Canadian, you would have written either: **Je suis canadien** (male) or **Je suis canadienne** (female). You might have added **Je suis marrant(e) et travailleur (travailleuse)**.

Section 3: Follow-up Activities

Extra Help 1

The French family names that you should have recognized in the telephone book listing are Labby, Labelle, LaBerge, Lachance, Laforce, Laframboise, Lafrenière.

Extra Help 2

The people in pictures 4 and 8 are speaking French so should have a ✓ on their pictures.

Enrichment 1

Answers will vary. You will have worked closely with your French facilitator or teacher.

Enrichment 2

Answers will vary. Hopefully, you and your partner had fun playing trivia.

Enrichment 3

Answers will vary. An encyclopedia or the Internet might be useful resources for finding the flags of countries of **la francophonie**.



French 13
Student Module Booklet
Module 3

2000